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ABSTRACT

These hearing transcripts and recommendations were in response to requests from the New Mexico Legislature for investigation of the state's role in Native American higher education. Section I contains abbreviated transcripts of testimony on 10 study committees covering needs and recommendations in curriculum/academic issues, off-campus training, financial aid, student services and concerns, community colleges/technical schools, affirmative action, state/federal roles in Native American education, public/community relations, and tribal education concerns. Presentations of representatives from 11 New Mexico institutions of higher education and 9 representatives of tribal organizations and state agencies are included. General recommendations to state government agencies and institutions of higher learning in Section II include: enforce affirmative action; appoint Native Americans to Boards of Regents; increase funding for recruitment/retention and student financial aid for Native American students; revise state funding formulas to include undergraduate programs serving Indian students, facilitate summer/off-campus programs, and equalize funding to vocational/adult education programs; ease transfer of course credit among and improve teaching and courses in state postsecondary institutions; revise state teachers' proficiency exam to reflect knowledge and skills of Native American teachers. Appendices include suggested retention tactics for Native American students and data on student sex and ethnic distribution in New Mexico postsecondary institutions from 1973-83. (LFL)

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AGENDA ITEM 13a

ED271232

REPORT ON STATE'S ROLE IN NATIVE AMERICAN HIGHER EDUCATION

HOUSE MEMORIAL 28 PUBLIC HEARING

SEPTEMBER 21, 1984

RC015289

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FINAL DRAFT

REPORT OF STATE'S ROLE IN

NATIVE AMERICAN HIGHER EDUCATION

Submitted to:

New Mexico Legislature

HOUSE MEMORIAL 28
PUBLIC HEARING

September 21, 1984

Submitted by:
Board of Educational Finance
Santa Fe, New Mexico 87501-4295

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INTRODUCTION

It is our pleasure to submit to the New Mexico Legislature this compilation of concerns, issues and recommendations in direct response to House Memorial 28 on the State's role in Native American higher education.

House Memorial 28 passed during the 36th Legislature was introduced by Representative Judy Pratt. The memorial requested the Board of Educational Finance (BEF) to study the State's role in Native American higher education and to hold a public hearing addressing Native American higher education issues.

The BEF staff began their study and preparations for the public hearing by appointing a steering committee with representation from the University of New Mexico Native American Student Services Program, San Juan College, the State Department of Education, the Board of Educational Finance and a graduate student.

The steering committee proceeded by soliciting assistance from Native American students, Native American higher education staff members, tribal leaders, state agency leaders, and other interested parties to serve on various committees to help the BEF study the State's role in Native American issues. The following committees were appointed:

Curriculum/Academic	Student Concerns
Off-Campus Training	Community Colleges & Technical Schools
Financial Aid	Affirmative Action
Student Services	Tribal Education Concerns

State and Federal Role in Native American Higher Education

Public Relations and Community Awareness

The steering committee together with BEF and auxiliary consultants set the tone and direction for each committee chairperson to cooperatively address issues through a process of periodic meetings. The chairpersons established their respective agendas based on the common concerns of the Tribal representatives involved.

The study and public hearing accomplished three things: 1) responded to House Memorial 28; 2) encouraged Native American participation; and 3) identified issues and concerns that need to be addressed.

The information in this document is divided into two sections: Section I is an abbreviated transcript of the presentations made at the Native American Public hearing, and Section II includes general overall recommendations. For a more in-depth analysis, written testimony of those persons who submitted copies are on file at the Board of Educational Finance administration office.

We hope the efforts of all the people involved in the study and public hearing will have a positive effect on the lives of Native American students attending New Mexico higher education institutions.

REMARKS

Presenter: Michael Runnels, Lieutenant Governor
State of New Mexico

Thank you, Ted. I'd like to thank you for the opportunity to speak on behalf of the administration this morning and to welcome those who will be giving testimony. I'd like to say that it's unfortunate that in the past, the relationship between the state of New Mexico and its Indian people has been, historically, characterized by the old saying: "Out of sight, out of mind." Indian people have largely existed outside of the normal considerations of state government, even though all of New Mexico's Indian people are also citizens of this State. The prevailing sentiments seem to be Indians; that's a federal concern. Programs and policies adopted by the State often overlooked the needs and problems of the Indian community and Indian service programs were often substandard or non-existent. That's the bad news, with which I'm sure everyone is familiar.

However, I'm pleased to say that today I think a new era is beginning, an era that includes the Indians of this State in its overall considerations, plans and programs, not the least of which is higher education. A spirit of mutual cooperation is developing between state government and Tribal governments and increasingly the affairs of the State are affairs of the Tribes, and vice-versa. This last legislative session, we saw the passage of a historic Bill, amending the Joint Powers Act. This Bill will provide yet another mechanism for increased cooperative ventures and programs between the State and Tribal groups. I feel this is the path of the future and the Indian and non-Indian worlds have much to share to gain through the use of each other's talents and resources. I also feel that the passage of House Memorial 28 is also of similar importance because we must remain dedicated to the proposition that all the citizens of this State have the same opportunity to receive a quality education as all the other citizens of this State. And to make sure that Indian education receives its fair share of State and Federal educational funds, we in the State, to that end, have initiated an annual study of all the departments of State Government to determine the amount of direct and indirect

financial aid the State is supplying to Indian people. And this includes higher education.

We all know that primary education is the stepping stone to secondary education; secondary education is the stepping stone to higher education. And that through that we produce the individuals with the characteristics and the training and the talent and the education to help all of us make the private and public decisions we need to make in the State to ensure the kind of future we want here. And without that basic education, entrance to any level of higher education, be it college or vocational, is impossible.

Some 26,000 Indian students are now registered within the State public school system, and many more are attending private or Federal institutions. That's a promising statistic, but it's also a challenge for the State. House Memorial 28 has directed the Board of Finance (sic) to hold a public hearing on Indian education and to report these findings to the next legislative session. That's why we are here today. And those findings and this hearing will provide the framework for continued State action and continued State cooperation within the educational field with our Indian peoples.

Mr. Chairman, members of the Board, those of you who will be testifying today, I know that your efforts will prove fruitful and useful to the Legislature, and I assure you that this administration, Governor Anaya's office and my office, the office of Lieutenant Governor, stands ready to help you in those efforts. It's a pleasure to be with you today. I'll stay with you a little while. I have a little educational meeting myself at 10:00. Thank you very much.

NAVAJO DIVISION OF EDUCATION

Presenter: David Tsosie, Chairman - Navajo Education Committee
Navajo Division of Education, Window Rock, Arizona
for Chairman Peterson Zah

Mr. Chairman, members of the Board of Educational Finance, I am David J. Tsosie, Chairman of the Navajo Education Committee of the Navajo Tribal Council. On behalf of the Navajo Tribe, I request that you pass our thanks and gratitude to the 36th Legislature of the State of New Mexico for holding these hearings as an expression of their concern--how the New Mexico Postsecondary Educational Institutions can best meet the needs of its Native American constituents.

Mr. Peterson Zah, our Chairman of the Navajo Tribe wanted to be here but as we are in the midst of our 1985 budget process, he has to provide the leadership at home in getting some very crucial programs passed. He wanted me to express his apologies before this committee for not being able to attend, however, he wanted you to know that not unlike Governor Toney Anaya, Mr. Zah's first and foremost priority in his administration--is education.

As you are well aware, the GOP just recently completed their 1984 Republican National Convention in Dallas in a well choreographed television blitz. During this time, several GOP commercials asked Americans all over American--"Are you better off now than you were four years ago?" The answer for most Americans is "yes", otherwise, the Republicans wouldn't have asked such a question on national television. The answer for most Indian reservations however, is "no"! We are not better off now than we were four years ago! We're not looking for more federal or state welfare. We're not looking for more grants or soft monies to run our programs. We're not looking for more handouts--we want jobs! We want to work! Ever since the Republicans have taken over four years ago, we don't have more jobs, we have less! This summer alone, 100 jobs have been abolished within the Bureau of Indian Affairs. One-third of these abolished jobs were from our Employment Assistance Office. In other words, our adult vocational education programs have been cut by one-third. What does the federal government want the Tribe to do--send all our students to college? We

need both vocational educational programs and Higher Education programs to train our students for the world of work.

We are glad for these hearings as revenue shortfalls and the uncertainties experienced by all of us, state, universities and colleges, tribal programs, have all required a series of mid-stream corrections in most of our budgets. While our college scholarship monies have never been sufficient to meet the needs of our scholarship applicants, it is apparent that the trend of shrinking dollars will continue in the foreseeable future. There will be increased competition for public monies by other public agencies in the field of higher education. In order to continue to stabilize the number of freshmen entering higher education, we the Navajo Tribe and the New Mexico colleges and universities must work together. We must keep each other abreast of our program priorities and goals for the establishment of strategic policies and a common direction of higher education in New Mexico. Now let me begin with our concerns and suggestions for improvement.

1. <u>Change the New Mexico State Formula to increase the state contribution to minority college-bound students</u>.

   This is the area where the state systems everywhere seem to be failing minority students. Somehow it seems that even when Indian students apply early at a particular university or college, they do not become eligible for campus based aid. We tend to think that this is because the students are not oriented to the deadlines, regulations, and procedures of campus based funds (i.e., SSIG, SEOG). For example, this past year, the Gallup Branch College allocated 27 students an average of $1,022 in state grants, federal loans and college work studies. They then in turn requested an average of $1,880 in Tribal monies for 186 Navajo college students.

   We would like the New Mexico Universities and colleges to make a drive to orient our students, and all other minority students to participate in the college grant process. Additionally, we would request that the state formula be changed to increase the states share to minority college-bound students. Already our Navajo Department of Higher Education counselors participate in the New Mexico financial aid meetings, but together we might come out with the steps to financial aid, and brochures on graduate financial aid resources.

2. Increase the upper division college resources at the Gallup Branch College of the University of New Mexico.

Although the Navajo Department of Higher Education funds 186 students at the Gallup Branch College, more than 1,000 Navajo students attend school there on a part-time basis. Many of these students attend classes in the evenings and the Gallup Branch College has an excellent vocational-technical curriculum. They, however, have no upper division classes for teacher certification except at Tohatchi, New Mexico, and they do not have graduate level courses.

As they are a branch of the University of New Mexico, we think UNM has an obligation to its rural constituents. We respectfully request that the New Mexico legislature work on the Gallup Branch College with an eye towards leverage of the upper division resources at the Gallup Branch with emphasis in teacher certification and graduate level courses.

3. Establish a link between the higher education systems and the New Mexico vocational education programs.

Twenty-seven years ago, the enrollment of Navajo students at vocational schools numbered 6,560; the highest number of Navajo vocational students ever. Since then, all the vocational schools attended by Navajo students have been summarily closed. Indeed, the decrease of vocational education opportunities for Navajo students continues right to the present. Last year, at this time, we had ten (10) vocational education offices on and off the reservation. As of the next week, October 1st, we will have seven offices left--all at half-staff. Thirty-two (32) employees were just released by the Bureau of Indian Affairs (BIA) from the BIA Employment Assistance Program.

Last year, the BIA Employment Assistance Program had a 20% budget cut. These cuts were taken from the student programs and as a consequence, the Navajo Department of Higher Education was inundated with over 1000 extra students from Employment Assistance. Additionally, colleges with vocational technical courses are requesting our scholarship program to fund their vocational students. Although we are concerned about our vocational-technical students as a Tribe, their programs are completely

separate and distinct from the higher education programs. Under BIA Employment Assistance, the definition of Indian is different and more stringent. Additionally, the terms one can be funded under Employment Assistance is different. Vocational students under the BIA Employment Assistance Program for example, are eligible for training up to a maximum of two years. If, however, a student applies for a six (6) month certificate program, this student automatically loses his/her two year eligibility.

As the BIA Employment Assistance Program is being drastically cut, we are requesting the state to help the Tribes in offering more state-aid to these students. In addition, we are requesting a change in the in-state tuition waiver form which would include Navajo students in vocational training as eligible for New Mexico in-state tuition rates (see Appendix E). The requested change is simply the omitting of those sections requiring certification by the Navajo Department of Higher Education. The Navajo Department of Higher Education does not have the records for those students with a vocational-technical orientation. The new change would make it possible for a Navajo student to attest s/he is a bonified resident of the Navajo reservation, and the student could send the form to either a higher educational institution or vocational-technical school to be assessed by either school at the in-state tuition rate.

4. <u>Insure that Indian Programs are not lost in the state movement towards consolidation of minority programs into a single minority programs center</u>. We realize that the past budget cuts have impacted upon the New Mexico colleges and universities. This has placed within the purview of the local college and university departments enormous decision-making responsibilities and established priorities among student programs. We have witnessed over the last couple of years the consolidation of Indian programs into a single Minority Center with the possible exception of the University of New Mexico.

While we recognize that the diminishing fiscal allocations have mandated the need to facilitate a new system where the needs of minority students are met, we are concerned about the exploitation of Indian resources and

the possible barriers to coordination within these new established Minority Centers. Minority Centers represent a broad range of interest that can provide student information and some basic support services. The potential of politics is there also, with each ethnicity obligated to make or not make overtures, share planning and program information. We are requesting that Indian student support programs are not lost in the states movement to consolidate minority programs under one roof.

5. Allocate more state funds to college Indian Programs with special emphasis on retention.

The problem of retention of minority students are profound and do not lend themselves to short-term solutions. I'm sure that we're all too familiar with the statistics concerning American Indian college students.

- As a minority we are usually underrepresented at colleges and universities.
- We are less inclined in the fields of math and science.
- We have the highest attrition rates among college students.

Some colleges have addressed our concerns in this area by a detailed and lengthy affirmative action plan. Our concern is not whether a college or university is in compliance with a state or federal affirmative action plan. We want college graduates. We would like to see university issued sheep skins attached to the office walls of our tribal leaders. If a marginal student is accepted into a college or university, then provide or improve his/her basic proficiencies.

Allocate more money to the minority programs and Indian clubs so that they can provide more assessment testing, counseling, and tutorial services. Currently, the Navajo Tribe is spending five million dollars a year on funding students at various colleges and universities. We are averaging a (5) five percent graduation rate at the end of anyone given year. Sometimes we go up to 6 percent, but more often than not, we go down to a 3 percent completion rate.

We are urging the New Mexico universities and colleges to emphasize more retention programs for our Indian students.

6. Insure tribal input into the teacher proficiency examinations.

The State of Arizona has begun administering a teacher proficiency test beginning from a legislative directive in April 1980. The Arizona Teacher Proficiency Exam Basic Skills component is composed of 150 questions, with 50 each in reading, grammer, and mathematics. An eighty percent correct response is required for a passing score. I want to quote the latest results of this test from the Arizona Republic newspaper, July 13, 1984:

> "Of 144 Hispanic college graduates who took the teacher-certification test between January and May, more than 50 percent - 79 of them - failed, according to state figures. Of 51 black graduates, 78 percent failed; and of 93 American Indians, 83 percent flunked."

I would like to give you a sample test question from the Arizona teacher proficiency examination:

> "Read the passage and choose the poetic devise used in it.
>
> "O My love is like a red, red rose, that's newly sprung in June"
>
> -Robert Burns-

A. Personification
B. Metaphor
C. Simile

Obviously the large numbers of Indians failing the Teacher Proficiency Exam is of concern to us. It is of concern to the State of New Mexico also as it is your universities and colleges that supposedly would train the future teachers of our reservation. We have a concern, however, from a different perspective. The real issue for minority persons is whether minority people want non-minority teachers who can pass a competency examination or do we want teachers who fail the test but are from our home communities? On one hand, if the competency examination reflects our community values and the teachings we want in our children, the Indian teachers did poorly on the test, then the Indian teachers will do an inferior job on our children. The Navajo Nation, for its own sake and survival cannot afford this.

On the other hand, what kinds of people are needed as teachers for our schools? It would seem that the responsibilities of a teacher anywhere would be primarily twofold: 1) A responsibility to promote the needs and demands of the society supporting that teacher; reflecting the communities basic ideals, past experience, and economic needs. 2) The other teacher responsibility is to the students, through their needs, their nature, stage of growth and their culture. If a proper balance is to be maintained between our communities and students, we want teachers who have an understanding of both our society and the students they serve.

One of the differences between a non-Indian teacher and an Indian teacher is their perception of education. The public school systems, for example, have been trying to equalize educational achievement across all socio-economic and ethnic groups across the nation. When their attempts fail, they blame it on "cultural desperation" supposedly entrenched in the hogans and shacks of the reservation. The fact is that most Indians see their culture, their identity and their language as a source of strength. We urge the State of New Mexico to involve Indian participation in the make-up of the Teacher Proficiency Examination. In this fashion, we might make the test more relevant to the teachings we would like to see reflected through our children. We might even administer the test under lock and key of course, to the potential Indian teachers.

Mr. Chairman
Members of the Board of Educational Finance

I'd be pleased to respond to any questions now or at a later time. Thank you for inviting the Navajo Tribe to discuss this very important topic.

ALL-INDIAN PUEBLO COUNCIL

Presenter: Gilbert Pena, originally from Nambe Pueblo, served as Governor for two terms and is now Vice-Chairman of the All-Indian Pueblo Council. Representing Chairman, Delfin Lovato.

Good Morning, Mr. Chairman. Thank you very much. I would like to certainly thank Representative Pratt for having the foresight to sponsor HM 28. I would also like to thank the Governor of the State of New Mexico for his efforts, and certainly the members of this Board.

On behalf of the All-Indian Pueblo Council, again, I would like to present to you some of our concerns, Mr. Chairman, of particular interest have been, of course, quality education for our Indian students. And certainly that is still a high priority for the leadership of the All-Indian Pueblo Council. Over the years, Mr. Chairman and members of the Committee, we have advocated, we have asked the various administrations, including this administration, that in order for education and the educational needs of our students to be met, we must also have representation on the various boards and committees that address educational issues. Of primary concern is the fact that over the past few years there has not been an appointment of a Native American Indian from New Mexico to any of the Boards of Regents of the various colleges and universities in the State. It is our hope and our recommendation that soon we will see a Native American from New Mexico sitting on the Board of Regents, not perhaps at UNM, NMSU, NMHU and the other various state institutions.

Mr. Chairman, I think that we, as Pueblo leaders, and the All-Indian Pueblo Council, as an organization, stand ready to assist you and this committee in insuring quality education for the students of New Mexico, not only the Indian students, but the non-Indians. There is absolutely no reason in my mind why, when we invite industry, the various types of economic development, why we must import people of those various disciplines--engineers and the other technical areas--import people to work in the State of New Mexico. I think as we plan ahead for this great State, we must also coordinate with our various educational institutions to start training our very own people so that they can assume the responsibilities of running some of the industries of this State.

Throughout the day, Mr. Chairman, we have Mr. Joe Abeyta who will be testifying. Mr. Abeyta is the Superintendent of the Santa Fe Indian School. He will be presenting some views on behalf of the All-Indian Pueblo Council. In addition to that, Mr. Charles Tafoya is in charge of the scholarship program and he will be presenting testimony.

In closing, Mr. Chairman, members of the Committee, we stand ready to assist you. And I am confident that the recommendations that you will be hearing will be implemented so that the educational needs of our student can be met. On behalf of the All-Indian Pueblo Council and Chairman Lovato, I want to thank you again for giving us this opportunity to come before you today. Thank you.

Presenter: Judy Pratt, State Representative
Albuquerque, New Mexico

Chairman Lydick introduced Judy Pratt, candidate for the U.S. Senate, who is familiar with the subject and who would like to address the assembly.

JUDY PRATT: Of course, Mr. Chairman and members of the BEF, ladies and gentlemen, I'm not really here to be a candidate. I'm here as the sponsor of the Memorial to which you're addressing today, and I mainly just wanted to express my pleasure at the way the hearing seems to be proceeding. From what I understand, this is creating a great deal of interest. It's my contention that the state must assess its role in Native American education, particularly when the Federal commitment has subsided dramatically. It seemed to us that it was extremely important to determine where the State was going to have to fill in the gaps because it's so important to us to have a commitment to the education of Native Americans. We're hoping that the State will be able to find the resources and find the help that it needs to fill the gap to guarantee that Native Americans get the same opportunity as everyone else to complete a higher education, to go on to graduate school if they wish. Our concern is that--I noticed particularly on the Navajo Reservation that the youth population is growing at dramatic rates. Many, many young people graduate from high school with no place to go, and I'm sure it's true in other sections of the State as well. So that I think the demands are going to be much greater.
I'm happy that the hearing has started on such a good and powerful footing, and would only want to say that I see this as kind of step number one, and that we're just beginning to scratch the surface. And that probably over the next few months, we're going to have to put--my idea--probably put some kind of permanent structure in place to deal with the question so that we can coordinate programs, and we can guarantee that there are no gaps and no overlaps and that we're able to meet the needs of the people of the State of New Mexico. And I'm happy that--I think it was wise, now that I look back on it--to have the BEF do this because I can see that you're doing such a thorough job, and I am looking forward to your report with great interest.

And I thank you, Mr. Chairman, for allowing me to express my pleasure at the hearing. Thank you very much.

Presenter: Thomas Atcitty, Member of the Education Committee and Council Member of the Navajo Nation, as well as a State Representative.

I would like to extend and express my appreciation to the BEF for conducting this hearing, and I hope that something does come out--something constructive, something positive does come out of this hearing. As I looked across the room this morning, there's a lot of money represented in the audience, and most of it is taxpayers' funds. And I hope as a result that we would have certainly some good things come out of this hearing.

As a member of the Education Committee of the House of Representatives, I will make every effort to try to provide any kind of legislative provisions to offer whatever positive changes that might be recommended as a result of this hearing. I have heard some very good comments, some profound statements, and I think that the Indians for a long time have felt that they have been treated as second-class citizens, and I am happy to know that that attitude is disappearing, and that our educational assistance in this State will treat our students, irrespective of their ethnic or whatever background that they might have, equally. And provide the best opportunity for those students. And by that I mean that they are provided the kind of opportunity that excluded the kind of education in the secondary and elementary years that they were somewhat penalized. I think we all recognize the fact that although our educational system does attempt to provide as good an education for our students, there is always a problem of properly and appropriately addressing the uniqueness of our citizens. And we have always been proud of the fact that New Mexico is a bi-cultural state, and I think that we need to continually remind ourselves that we have to address in whatever professional services that we provide--we have to keep in mind that multi-cultural ethnicity of our population. And I hope that the education will take the leadership role in providing that kind of equal educational opportunity.

Thank you, Mr. Chairman.

CURRICULUM/ACADEMIC COMMITTEE

Presenter: Don Kelly, Professor Elementary Education
University of New Mexico
for Joe Suina, Teacher Trainer, American Indian Education Center,
University of New Mexico, Albuquerque

Meetings on curriculum needs with tribes, students, educators and various concerned individuals and agencies produced the following needs and recommendations.

1. Compensatory curriculum in math, science and English as well as college survival programs are a top priority. It is recommended that the state fund these programs which will be developed and supervised by the institutions of learning. Since many students are failing even while we talk here, we encourage that this be effected immediately.

2. Quality curriculum and quality instructors is another immediate concern that was expressed primarily by students and tribal education representatives. The recommendation is that the New Mexico Board of Educational Finance include all undergraduate programs which serve Indian students in its funding formula. Most special federal programs do not fall within the realm of regular faculty responsibility and thus, a lot of the problems. We're very pleased that this is the direction the BEF has taken with graduate programs in recent weeks.

3. Curriculum offering needs to be expanded in education as well as other disciplines with on-site programs. From a recent survey of interested people in forty training positions acquired through "soft" money, a response of 250 poured in. This was from a small area of the Indian community. The recommendation is again to have BEF include all on-site programs in its funding formula for course delivery. The present situation has kept New Mexico institutions from operating in the field while programs from out-of-state institutions are flown in and delivered in what appears to be haphazard fashion with no apparent long range goals in mind. We recommend that this take effect in the spring semester, 1985.

4. Curriculum that presents practical realistic Indian culture was a concern expressed primarily by service workers of Indian tribes. There is a serious need to understand contemporary Indian life in order to be more effective with them. We recommend that institutions of learning design

and implement some of these programs by the Fall 1985. A plan to continuously improve in this area would help to promote this task in development.

5. Another need is for curriculum which uses appropriate assessment procedures and application of the data. Too many students are not passing simply because the tests are biased and do nothing to determine their ability or knowledge with reference to their culture. We recommend that the state fund research, design, and implementation of more relevant testing devices and procedures. the actual development should be a joint effort of institutions of learning and the Indian communities.

6. An annual state-wide symposium on curriculum and other higher education concerns is another need. We recommend that the state sponsor this for the purpose of bringing together tribe, students institutions and various agencies to discuss and plan out ways to meet Indian higher education concerns. We recommend that the first one take place some time in 1985.

7. There is a need for curriculum research for more relevant learning exreriences. Learning styles, methodology and numerous other learning fa tors need to be explored from the American Indian perspective. We recommend that the state fund this effort which would not only lead to better curriculum, but a better understanding of Indian people in general.

8. Curriculum delivered by Native American faculty is sorely needed in colleges and technical schools all around New Mexico. Affirmative Action figures show highly disporportionate figures between American Indian students and American Indian faculty. We recommend that the state and institutions of learning begin an active recruitment effort to hire good Indian people immediately.

9. Advanced degree offerings with an American Indian focus needs to be provided in the various disciplines, i.e., Indian law and Indian education. We recommend that institutions assess their current offerings, and design and implement necessary programs which will lead to an advanced degree.

OFF-CAMPUS EDUCATION COMMITTEE

Presenter: D.C. Cole, Chairperson Off-Campus Education Committee
Director of Minority Community Services
College of Santa Fe - Santa Fe, NM 87501

During the last five months, members of this committee have repeatedly visited Indian communities in New Mexico. We have contacted tribal directors of higher education and sought participation through on-site public meetings on issues concerning the work of this group. Through this process, we have found fifteen major concerns relative to off-campus education and Indian communities. The full list appears in the written testimony of this committee and in its report to the members of the steering committee.

I would like to take a few minutes to present to this group the first five concerns of that list. These are the ones unanimously mentioned in our Off-Campus Education Committee meetings over the past five months.

Before I begin the list, I must say that upon receiving the report of our committee your organization took immediate and positive action to address certain of our major concerns. For that we are appropriately appreciative. We thank you.

Our primary concern was that the formula used to calculate state funding, FTE, be adjusted to include on-site courses. We were informed by the Education Department of the University of New Mexico that may thousands of hours were generated by on-site programs. Their inclusion in the FTE would make possible much more stability in program offered off-campus. The BEF has subsequently acted to adjust the formula to include graduate hours developed in on-site programs. We thank you, but suggest that inclusion of undergraduate courses will be even more beneficial, since most of the students in on-site programs are at the undergraduate level.

Our second concern was that a more individualized approach to program delivery be developed. We have many hundreds of reservation people who are unable to leave their communities for the time needed to pursue a higher education. It

is believed that a format such as open studies programs currently in use by the State of Vermont and institutions in a number of midwestern states might answer that need and enable New Mexico to better reach her citizens in distant rural areas.

Third on our list of priorities was the often repeated request for alternative delivery systems for higher education. Most especially mentioned was television programming for credit and as part of a coherent degree-oriented program to be directed at on-site students on reservations or in other rural areas. We feel that such coherent programming is within the capability of the state institutions and the education television channel.

Our fourth and fifth concerns called upon the state's institutions of higher education to take positive and active steps to show support for and commitment to on-site programs. This might include broadened mission statements by the state universities accompanied by such modifications of administrative structures as are necessary to develop and deliver coherent degree-oriented programs to off-campus sites throughout the state.

I wish to thank this body again for its recent and future efforts on behalf of Indian education in this state.

A complete list of needed concern statements follow on next page.

NEEDS/CONCERNS STATEMENTS & RECOMMENDATIONS

Needs/Concerns	Recommendations	Responsibility of:
1) State funding to include O.S. (FTE)	Legislative change in FTE formula to include O.S.	BEF and State Legislature
2) Individual approach to program delivery (Open Studies)	University Open Studies degree programs	University of N. M.
3) Alternative delivery services (T.V., etc.)	Increased funding and programming for Ed. T.V.	BEF, Legislature, University
4) University support for O.S. programs	Broadened mission statement and concern	University of N: M.
5) Modification of programs to fit O.S. needs	Internal modification of University administrative structure	University of N. M.
6) Quality control of: instructors, program, evaluations	Appropriate departmental action by University	University departments
7) Library & other materials support for O.S. programs	Traveling library program	BEF, Legislature, U.N.M.
8) Services that lead to degree/certifications	Coordination & counseling in on-site programs	University of N. M.
9) Immediate & long range goals to be met	Coordinated planning by tribes & universities	Legislature, Tribes, Institutions
10) Resource person in O.S. area	Departmental hiring of on-site persons	University departments
11) Student services for O.S. classes	Expansion & coordination of on-site student services	University of N. M.
12) Local administrative support of O.S. programs	Training workshops for on-site administrators	University of N. M.
13) Adequate salaries for graduate students & faculty	Departmental action at higher education institution	University of N. M.
14) Network for passing certification information	Coordination through Student Services	Legislature, U.N.M.
15) Need for communications between agencies and	Coordination through Open Studies program	Legislature, U.N.M.

FINANCIAL AID COMMITTEE

Presenter: Lorraine Edmo, Executive Director of American Indian Scholarships, Albuquerque, New Mexico

Our first concern has to do with improving access to information about the student financial aids process and the eligibility requirements for various sources of financial aid.

In the past, the federal government through the Bureau of Indian Affairs (BIA) has played a major role in familiarizing Native American students with the financial aid process, as well as describing and locating the necessary agencies which assist students in colleges and universities. Recently the BIA has started to decrease its presence on reservations by phasing out its higher education specialists. This situation leads to a vacuum that could be filled by the state of New Mexico in a timely and orderly process.

We recommend on this issue that the state could establish a central clearinghouse of Financial Aid information which could be disseminated to all Native Americans interested in pursuing a higher level of education. Perhaps this clearinghouse function could be performed by a Native American program already in existence.

Additionally, on this same point, we recommend that the state make funding available for a detailed brochure on sources of financial aid available to Native Americans. This brochure should be disseminated statewide. It should also contain a "how-to" description on the financial aid process, since many students have difficulty comprehending this process.

Our recommended time-line for addressing this concern is one year.

Secondly, we are concerned about staffing in the state's higher education institutions. Those colleges and universities that have a predominant population of Native Americans should hire Native Americans to work in their Financial Aid offices. These staff members would work primarily with Native American students. Last year, the New Mexico Governor's Commission on Higher

Education recommended that Governor Anaya reissue Executive Order 81-45 of the previous administration requiring affirmative action plans for state agencies and urging similar plans for each of New Mexico's higher education institutions. We too support that recommendation and urge that this be done as soon as possible.

A third concern has to do with availability of funding for Native American graduate students. We would like to see a bill re-introduced in the State Legislature which would call for establishment of Native American graduate fellowships.

During the past Legislative session, a bill was introduced which called for graduate education fellowships for under-represented minorities. Action was postponed on the bill since the Legislature ran out of time for consideration.

We support the provisions in last session's bill which called for seventy (70) fellowships with a total allocation of $420,000. The average fellowship would be for $6,000.

Along this same vein, our fourth concern is for undergraduate fellowships which would be funded by the state, possibly on a matching basis with the universities.

The New Mexico Governor's Commission on Higher Education last year recommended 200 merit scholarships for under-represented minorities, at an average cost of $2,000 each. We recommend that a similar measure be introduced in the State Legislature this coming session.

We feel these fellowship funding measures are especially critical in view of the declining federal support through BIA. In 1981 alone, the President and Congress cut almost one-third of the money annually budgeted for Indian affairs--from $3.5 billion to $2.5 billion.

During fiscal year 1983, $2 million was cut from BIA scholarship programs alone, according to the prepared BIA higher education grant regulations, Indian

students will be obligated to secure even more of their funding from outside sources in coming years. So you can see, there is an urgent need for the state of New Mexico to increase its funding opportunities for Native Americans.

As a fifth concern, we would like to recommend that Native American educators be invited to become actively involved in the meetings of the New Mexico Association of Financial Aid Administrators. We understand that this organization meets at least twice a year to discuss issues of common concern. Perhaps there could be regular discussions and presentations on concerns of Native American people, and in particular, concerns of Native American students.

On a final note, we feel that there is need for the Governor to establish a one-year commission on Native American Higher Education in New Mexico. This commission could be established within six months from the date of this hearing.

Thank you for allowing me the opportunity to testify here today.

THE STUDENT SERVICES COMMITTEE

Presenter: Jo Ann Sarracino, Chairperson of Student Services
Director of NAMES, New Mexico Institute of Mining & Technology,
Socorro, New Mexico

The Student Services Committee identifies four areas of concern. They are personal counseling, academic advisement, career planning and placement and tutorial services. Under each of these concerns are other related issues. They are as follows with recommendations:

Personal Counseling: (1) Native American students are not prepared for the transition to college life. (2) There is a lack of cultural awareness on the part of non-Indian faculty and staff. (3) Personal problems of Native American students are not completely addressed by counseling centers. (4) There is a lack of role models providing necessary support.

Recommendations: (1) Assist in the transition to collegiate life through a one week summer orientation program required for all Native American freshman and new students addressing college survival techniques. (2) Develop a network system of support people and identify these people during the orientation program. (3) Offer values workshops for entering freshman and seminars for faculty. (4) Hire professional Native American counselors to conduct sessions on depression, stress and other personal problems.

Academic Advisement: (1) Early identification of high risk students is needed. (2) Native American students are poorly prepared for college level courses and study skills. (3) There is a lack of faculty participation in advisement. (4) Native American students receive poor advisement.

Recommendations: (1) Identify high risk students through high school grades and test scores and direct into existing developmental education courses and study skills groups. (2) Encourage the involvement of faculty in advisement and offer training sessions on program advisement. (3) Maintain minimum hours to insure success. (4) Select a major as early as possible. (5) Coordinate

all academic advisement on campus. Career Planning & Placement: (1) Career goals are not clearly identified. (2) There are a lack of role models in the professional fields. (3) Employment possibilities are not fully explored for Native American students. (4) There is a lack of contacts with local companies that might hire Native Americans.

Recommendations: (1) Implement career exploration and planning courses during freshman and sophomore years. Courses should be required and for credit. (2) Invite Native American professionals to speak to students on their profession, etc. (3) Establish co-op education and internship programs on each campus and explore summer jobs for Native American students. (4) Invite local companies to campus career fairs to orient them to the Native American student population.

Tutorial Services: (1) There is a lack of coordination between all tutorial services and academic support systems on campuses. (2) Native American students are poorly prepared for all courses.

Recommendations: (1) Coordinate all campus tutorial services on campus and offer financial support and commitment of federal funded programs. (2) Assign Native American students to tutors early in the semester. (3) Require freshmen and new students enroll in study skills classes. Encourage credit be offered for these courses.

The following are the top concerns of the committee with added recommendations and timelines:

Issue #1 -- Native Americans do not have adequate or effective centralized support services.

Our Recommendation is that there be established a Native American Center of program particularly serving the needs of freshman and transfer students. The program should coordinate all services and should serve as a vital contact for all outside agencies, in particular Native American freshman and new students. They should also be responsible for developing and implementing orientation programs, culture awareness groups, etc. This program should be under the direction and responsibility of the Vice President or Dean, for Student Affairs.

Timeline: Two years. Within one year a qualified Native American should be hired to help develop this program.

Issue #2 -- A lack of Native American professionals (staff) in Student Services programs.

Our Recommendation is there be an active search for and hire qualified Native American professionals in all areas of student services.

Timeline: One year

Issue #3 -- Native American students are inadequately prepared for college level courses and college life in general.

Our Recommendation is that the newly established Native American program develop and implement a summer orientation program for all Native American freshman and new students addressing basic skills, study skills and college adjustment. The program should be coordinated with learning skills program and existing academic support systems.

Timeline: One year after establishment of the Native American program.

Issue #4 -- Native American students receive poor advisement and may not be directed into the appropriate classes.

Our Recommendation is to identify high risk Native American students using test scores and high school grades and direct them into academic support systems classes, study skills and learning skills programs early. We recommend Native American students maintain a minimum course load to insure success. We also recommend the involvement of faculty in advisement. Advisement centers in the various colleges and departments should be coordinated and programs implemented providing training for faculty and advisors. Coordination will be the responsibility of the Student Affairs and Academic Affair Offices and the Native American Center.

Timeline: 1985-86 Academic Year

Issue #5 -- Career goals are not clearly identified for Native American students.

Our Recommendation is that each institution develop and offer career exploration and planning courses during the freshman and sophomore years. We recommend the establishment of co-op education and internship programs and the exploration of summer job opportunities. We recommend that Native American

professionals be invited from the working world to speak to and serve as models for Native American students.

This program can be coordinated with existing Career Planning & Placement offices and the Native American Center.
Timeline: One to two Academic Years.

Recommendation #6 -- A commission on Native American Higher Education needs to be formed to continue the study. This commission can help coordinate all of the recommendations and gather further input from Native American educators, tribal education programs, parents and other Indian community members.
Timeline: Six Months

STUDENT CONCERNS COMMITTEE

Presenter: Bernadette Chatto, Student
University of New Mexico - Albuquerque, New Mexico

Good afternoon, Ladies and Gentlemen. I thank you for allowing me to testify this afternoon. My name is Bernadette Chatto, and I'm a Navajo student, majoring in Journalism at UNM. I am also president of the student organization, Kiva Club.

UNM Kiva Club is primarily a social organization. We offer friendship and support to fellow students. The club also provides a means for students' concerns to be voiced and this is the reason I am testifying on behalf of Kiva Club. Probably the most acknowledged problem faced by Native American students at UNM is financial aid. Because several bureaucracies are involved in obtaining aid, this give the opportunity for many obstacles to arise. Listening to students' complaints, a large number of them stem from the fact that applications are being held up by the school. It's a three-step process, in particular for Navajo students. They must first fill out a standard application form which is sent on to Berkley and is analyzed. A recommendation is made to the school as to how much aid will be given to the student, and then information is passed on to the agency giving out the money. Problems seem to arise when the recommendations are made back to the school and the application is held up for a number of reasons, and in a lot of cases, students are not notified that their application is being held up. And school will start and the student still doesn't know what happened to their aid.

To help alleviate this problem, Kiva Club is recommending that an in-house financial aid officer be assigned at UNM, dealing specifically with handling funds for Native American students because of the different agencies involved. I would also like to mention that the complexity of filling out these necessary forms in some cases discourages and intimidates students and it keeps them from applying for the aid that they need.

Another problem faced by students is child care. UNM has over 700 Native American students and a large number of them are returning students. Many of

these students have families and in many cases, they are single parents. Finding adequate child care at UNM is a problem since funding has been cut at the institution, and students find themselves in a situation where they are juggling their children and their school. And a solution needs to be found to this problem.

Another is lack of preparation for college, Native American students and other college students, in general, are not being prepared adequately for college. For Native American students, other factors may complicate the matter. Some students are coming from a home where primarily they are Native-speaking, and in some cases they are bilingual, coming from bilingual homes, where the level of English may not be as the level as in other non-Native homes. For these reasons, there needs to be emphasis placed on retaining students in college once they are there. This may be obtained through tutoring, or through special programs to develop good learning skills, to expand the knowledge of the English language to develop their skills in math and science, and in other words, concentrating on the three basic Rs. There also needs to be made an effort to prepare students while they are still in secondary schools. It's a shame to tell students they they can be engineers, scientists, lawyers, and yet they lack the necessary skills to compete with other students in college. As a result, many Native American students drop out of school, feeling like they are failures.

Another problem is employment after graduation. Many Tribal governments provide scholarship money for students and they expect that once the students receive their degrees that they will go back and help their people. This usually means employment with their Tribal governments. But there needs to be more opportunity for employment on the Reservations. There needs to be an alternative to Tribal governments, because many graduates find themselves caught up in politics. They are hired under one administration; that administration leaves, and then they are without jobs. Private businesses need to be encouraged to be brought in onto the reservations. Students need to be offered more opportunities for employment and, yet, still be allowed to help their people.

In conclusion, I'd like to say students need to be prepared while still in secondary schools. And once these students get to college, efforts need to be made to retain them in school. I'd also like to insert that we shouldn't forget Native American students who are excelling. There are many that are excelling. Not every Native American student has difficulty in college. And, also in conclusion, once out of college and with their degrees, these graduates need to have adequate employment opportunities available, not just employment with Tribal governments. I'd like to thank you for listening to me.

COMMUNITY COLLEGES AND VOCATIONAL TECHNICAL SCHOOLS COMMITTEE

Presenter: Ed Lawrence, Chairperson Community Colleges & Vocational Technical Schools Committee, Director, Student Services Program, Navajo Skill Center, Crownpoint, New Mexico

Concern Number 1

To find out how the Vocational Education Act and the State Joint Powers Act can assist Native Americans in Vocational programs.

Our Recommendation is: that the State Department of Vocational Education study and determine the distribution of Vocational Education Funds in terms of Indian populations, services and occupations. This study should include tribal entity vocational schools such as the Navajo Skill Center at Crownpoint, New Mexico. If the finding is such that Tribal vocational schools are not receiving state vocational funds, then make administrative or legislative recommendations to proper authorities. Perhaps a funding formula to be used by the state should allocate larger funding for communities such as Indian populations with high drop-out rates, high unemployment and a severely depressed economy.

Reasonable Timeline: One Year

Additional Remarks:

The Vocational Education Act is now before Congress for its continuation, which I believe includes an increase in set-asides for Indian Vocational Educational needs. Also the State of New Mexico has recently passed the Joint Powers Act where Tribes can now approach the State on a government to government basis to hammer out Inter-governmental agreements. Where does this leave Tribal entities in the allocation of State Vocational Funds?

Concern Number 2

To identify students who lack academic and vocational skills for proper placement in remedial courses.

Our Recommendation is: that State Vocational "Special needs programs" and services provide supplementary and remedial instruction, particularly in basic skills that will enable American Indian students to succeed in vocational education programs. In the community colleges, each basic skills department (English, Math) should specifically address the needs of American Indian students who need additional help in these areas.

Reasonable Timeline: One Year

Additional Remarks:

No single phrase summarizes the two-year colleges and vocational/technical schools better than does "rapidly grown." From 1958 to 1974 the number of two-year institutions nearly tripled from 309 to 901. Not only were many institutions opened, but existing institutions grew larger. Significant numbers of students in these institutions are American Indian who seek and need remedial help in basic academic skills.

Concern Number 3

To require all teachers in vocational technical schools and community colleges to be certified and have appropriate credentials for teaching and require these teachers to participate in continued professional in-service training.

Our Recommendation is: that each community college and vocational technical school develop a comprehensive instructor development plan for professionals in related areas that relate student needs to professional competencies that meet state certification requirements in addition to in-service training.

Reasonable Timeline: One to Two Years

Additional Remarks:

This committee feels that if community colleges and vocational schools are to graduate well informed and skilled students then well informed and skilled instructors must be in teacher/education positions.

Concern Number 4

To provide an Adult Basic Education program for those community colleges and vocational schools that have an "open door" admission policy.

Our Recommendation is: those schools be given state funding sources to meet the needs of those schools in planning establishing and implementing Basic Adult Education programs.

Reasonable Timeline: Present and Continuing

Additional Remarks:

It is estimated that Indian High School graduates are 2-4 years behind Anglo students in English, math and science subjects. It is safe to estimate that Indian students who do no finish high school and are admitted to these "open door" institutions are farther behind in academic skills.

Concern Number 5

To better assess and test community college and vocational students for career placement.

Our Recommendation is: establish an occupational assessment handbook by the State Department of Education, each community college and vocational technical school to provide career counseling, vocational interest tests and a sound guidance program with an emphasis on career choices.

Reasonable Timeline: 0-One Year

Additional Remarks:

The occupational assessment handbook should allow informal assessment of students in the areas of academic skills, motor skills, vocational interests and awareness.

AFFIRMATIVE ACTION COMMITTEE

Presenter: Betty Yabeny, Chairperson, Affirmative Action Committee, Elementary Principal, Shiprock, New Mexico

The following issues are of concern to us:

1. First Issue: Lack of Affirmative Action Practices for Native Americans at Postsecondary State Institutions.
   The statistics report compiled by Affirmative Action Committee shows the following:

   A. New Mexico State University and University of New Mexico have the most Native Americans employed. The report also shows that both institutions only have 13 professional Native Americans on the faculty.
   B. Other institutions, such as College of Santa Fe, College of the Southwest, and New Mexico Junior College, do not have any professional Native Americans on faculty.
   C. The report also shows most Native American employees at post-secondary state institutions are in non-professional and service positions.
   D. The report also shows only limited percent of the total employees at postsecondary institutions are Native Americans.

   The Affirmative Action Committee strongly feels most New Mexico post-secondary institutions are not making an effort in providing technical assistance and support in identifying, recruiting and hiring qualified Native Americans for professional positions at their institutions.

   Therefore, the Affirmative Action Committee recommends the following action to improve in hiring qualified Native Americans at postsecondary institutions.

   A State Legislative Bill that requires all postsecondary institutions and state agencies to enforce Affirmative Action in identifying, recruiting, and hiring of qualified minorities for professional positions.

There is an Executive Order No. 84-31 on Affirmative Action signed by Governor Toney Anaya. However, the Committee feels that the Executive Order does not have a strong legal recourse for Native Americans in postsecondary institutions that a State Bill would have to insure discrimination does not exist in hiring qualified professional Native Americans.

2. Second Issue: The Deficiency in Elections of Boards of Trustees for Community Colleges in New Mexico.
The Affirmative Action Committee feels that the present election process of Board of Trustees for community colleges and other institutions is not fair to minorities, especially Native Americans in counties where Indian population is 30% or more of the total county population.

The present New Mexico election process is that all college board members are elected at-large. This election process is depriving Native Americans from having equal representation on college boards. This process also is being practiced in public schools in heavily populated Indian communities. The election process is of concern to the Affirmative Action committee because the local college boards are directly accountable for Affirmative Action practices in community colleges and other institutions.

The Affirmative Action Committee recommends an amendment to the statutory provisions for community college board election which clearly defines election of college board members by district in each county to insure equal representation for minorities.

STATE AND FEDERAL ROLE IN NATIVE AMERICAN HIGHER EDUCATION

Presenter: Ron Martinez, Chairperson of State & Federal Role in Native American Higher Education
Tribal Liaison Officer, New Mexico Office of Indian Affairs
Santa Fe, New Mexico

Basic objective of the committee was to recommend that a vehicle be established through a legislative process to address the needs and concerns pertaining to Native American higher education and that this vehicle be a part of the Board of Educational Finance, be it either a board/commission or a professional staff person.

Once this vehicle is put in place then the basic questions, tasks and/or roles could be identified as to what the obligations of the state, federal and tribes are pertaining to Higher Education of Native Americans.

Furthermore, this committee established and identified areas of concern that this board/commission or professional staff members could address are as follows:

1. Analysis of current status of the state Indian Education Office and Board as well as their functions and roles.
2. Analysis of the local school districts and school boards as to the types of overall educational programs, funding levels, testing, involvement of community and parents, etc., are being provided for the Native American students in their local districts.
3. Analysis of the tribal and Bureau of Indian Affairs educational programs, committees and boards, and their functions and services they provide to their people.
4. Assessment of equal opportunity in acquiring quality higher education for Native Americans and employment in the state institutions of higher learning from curriculum to affirmative action.
5. Equal distribution of state educational funds, state severance tax dollars, special state appropriation program dollars, and especially federal flow through monies such as vocational education block grant monies.

6. Representation of Native Americans on institutional boards of regents and education committees.
7. Assessment of tuition dollars render to the state institutions by Native American students and the feasibility of tuition waiver for New Mexico Native American students at all state higher education institutions.
8. Further research, study and documentation are necessary for development of quality education for Native American people.

These areas of concern are only a few of the many that need to be addressed in order to provide equality and quality education for the Native American people of the State.

Furthermore, cooperative effort, understanding and working relationships need to be established at all levels of state, federal and tribal governments and their departments and agencies, and to foresee the proper solutions of unemployment, underemployment, unskilled and undereducated labor force which will and can provide the social economic well being of our Native American people.

PUBLIC RELATIONS COMMITTEE

Presenter: Stephen La Boueff, Chairman of Public Relations Committee
for the BEF Committee, State of New Mexico Public Hearing
Santa Clara Pueblo, Graduate Student
University of New Mexico, Albuquerque, New Mexico

Good Morning. I am Stephen La Boeuff, a Blackfeet Indian, living in Santa Clara Pueblo. I am a graduate student at the University of New Mexico. I will return later to testify on behalf of the Southwestern Indian Student Coalition.

I am Chairman of the Public Relations Committee. My statement will be brief: During the past several months, we have made every effort through letters, media, and personal contacts to make the community aware of the public hearing that is being held here today. That is not an easy task. The attendance here today indicates that we were partially successful. Institutions and programs are well represented. However, many from the Native American community that we desperately wanted to bring here, and who are desperately needed, are not here. These are the parents and people who live on the reservations and in the Pueblos. These are the most difficult to make aware of education issues. They know about the problems. Many of their children are unable to obtain their higher education.

Awareness is a key element of community involvement. Communication is a major component of making the public aware. We do not feel as though we were able to accomplish this as well as we wanted and needed to. As you know, when school is out energies disperse, and it is difficult to systematically get the information out. We still feel that community, grass roots involvement, is critical.

For these reasons, we feel that a Native American Commission on Higher Education should be established to continue the efforts of the BEF and this Planning Committee, and that one of its first steps be to conduct field hearings on the reservations and in the pueblos, as well as in 4-5 urban centers around the state of New Mexico.

Your establishing of a Native American Commission on Higher Education would demonstrate your commitment to Native American higher education and give continuing efforts to Native American community awareness the visibility that is needed.

TRIBAL EDUCATION CONCERNS

Presenter: Lila Bird, Chairperson, Tribal Education Committee, Native American Program - College of Engineering, University of New Mexico, Albuquerque, New Mexico

As a member group of the New Mexico B.E.F. planning committee for the Native American Higher Education Public Hearing, the "Tribal Education Concerns Committee" recommends the following steps be taken to address the problems in American Indian higher education in the State of New Mexico.

1. The Committee requests that the New Mexico State Legislature and the New Mexico B.E.F. establish a Commission on Native American Higher Education.

   The Commission on Native American Higher Education would be responsible for conducting follow-up activity on all recommendations presented at the September 21, 1984 public hearing. The Commission would be responsible for further research and study into the status of Native American Higher Education, legislative monitoring, policy development, and the dissemination of information regarding Native American Higher Education to the citizens of New Mexico and other appropriate tribal, public, and private organizations.

2. The committee recommends that local field hearings documenting Native American higher education concerns be conducted in New Mexico school districts with an Indian population. The primary responsibility for conducting field hearings shall rest with the Commission on Native American Higher Education.

   Sixteen school districts in New Mexico possess an American Indian population of over 7%. These school districts are:

1.	Central Consolidated	85%	9.	Bloomfield	33%
2.	Zuni	79%	10.	Tularosa	30%
3.	Dulce	74%	11.	Aztec	18%
4.	Gallup	67%	12.	Pojoaque	14%
5.	Jemez Springs	59%	13.	Farmington	13%
6.	Magdalena	58%	14.	Ruidoso	10%
7.	Cuba	57%	15.	Taos	8%
8.	Bernalillo	48%	16.	Los Lunas	7%

Fifteen New Mexico school districts possess an Indian population below 3%. These include:

1.	Albuquerque	3%	9.	Espanola	1%
2.	Santa Fe	3%	10.	Hatch	1%
3.	Jemez Mountain	2%	11.	Jal	1%
4.	Penasco	2%	12.	Los Alamos	1%
5.	San Jon	2%	13.	Reserve	1%
6.	Alamogordo	1%	14.	Springer	1%
7.	Chama Valley	1%	15.	Texico	1%
8.	Cobre	1%			

According to the New Mexico State Department of Education, Native American students have the highest dropout rate in New Mexico public schools. The dropout rate for Indian students in the 1982-83 school year stood at 12.3% compared to the second highest dropout rate of 7.6% for Hispanic students.

At the University of New Mexico, the dropout rate for American Indian undergraduate students enrolled in the University College is an alarming 72%.

These appalling figures indicate serious academic problems not only at the postsecondary level, but at the elementary, junior high, and high school levels for American Indian students. In-depth study and analysis of the situation is desperately needed.

3. The committee requests that New Mexico Governor Toney Anaya and succeeding governors, consider and appoint Native American members to Boards of Regents and governing bodies of New Mexico higher education institutions that serve Native American populations.

Currently, there is not one Native American member serving on a Board of Regents at any New Mexico higher education institution although Native Americans make up ten percent of New Mexico's population. If the state of New Mexico and New Mexico higher education institutions are to provide equal and quality education for its Native American population, then Native American members on Boards of Regents are a necessity.

4. The committee requests that the New Mexico Board of Educational Finance include a Native American staff person to oversee American Indian higher education.
Currently, there is no one responsible for Native American higher education in the State of New Mexico. This lack of representation and responsibility has served to create the existing deplorable condition of Indian higher education.

5. The committee requests that the Commission on Native American Higher Education assist targeted New Mexico Indian communities in voter education projects in preparation for local school board elections. New Mexico school board elections will be held in March, 1985. The lack of American Indian representation in local school boards is a major problem in New Mexico school districts. American Indian parent and community input into the local school system will help to insure that American Indian students are given equal access to quality educational programs and curricula necessary for a successful post-secondary career.

6. The committee requests that full tribal participation be given priority status in all post-hearing activities. It is our hope that this public hearing represent one step and not the end of New Mexico's commitment to studying the problems in American Indian higher education.

UNIVERSITY OF NEW MEXICO

Presenter: M. H. Hull, Jr., Provost
University of New Mexico, Albuquerque, NM 87131

I. Critical Needs

A. Scope of Responsibility

While House Memorial 28 deals with the responsibility of the State of New Mexico, consideration must be given to the role of the Federal government, the schools and the institutions of higher learning as well. Efforts should be made to stop and reverse the decline of financial aid to disadvantaged minorities in Federal programs, and to stop the reduction in TRIO programs (recruitment, retention, placement). At the same time, the schools, including those of Pueblos and on Reservations, must be persuaded to provide better preparation for Native American students--by mounting special programs as needed. Our studies show that the well prepared Native American student performs as well as any other in the University. Finally, the postsecondary institutions must continue, and where possible, expand, their services to Native American students.

B. For the Future

1) Expand TRIO type programs. UNM's College Enrichment and Special Service Programs essentially comprise a TRIO program, but a) they do not reach all Native American students at UNM, and b) they are not found statewide. We believe that the state should support TRIO type programs at all campuses. The individual institutions should develop a unified program for Native American students and seek Federal funding to complement state funding. Between the two sources, sufficient funding to allow all Native American students to be reached should be made available.

2) Financial Aid to Native American students (and, indeed, to <u>all</u> minority students) is essential. It is pointless, so long as Native American students come to the University under-prepared, to expect them to carry jobs while they struggle to survive academically. But close monitoring of student progress, such as is provided by TRIO programs, is essential.

3) Consideration should be given to the delivery of on-site programs by Telemediated instruction. If funding for a state-wide network of educational telemedia is successful in the next legislature, experiments in on-site teacher education should be mounted.

4) Other innovative and worthy proposals are shown in the various appendices included in this report.

II. Policy Problems

A. BEF regulations on funding on-site programs.

After several years of trying, some relief has been provided to institutions that, whatever the Federal support, must subsidize on-site programs in several ways. However, we believe that a simple formula can be developed that, on balance, properly funds the institutions without double funding, and without the complicated accounting now required.

B. State Education Standards for Teacher Education. Although the probable cultural bias of the general and specific education examinations for prospective teachers was indicated by UNM, and the drastic effect on Native American (and other students from lower socio-economic levels) student enrollment forecast, even we were startled to find only a single successful applicant this past year. No one advocates turning out teachers who are not fully literate and mathematically competent. But ways must be found through supplemental education or other special assistance, for example to get these applicants to a satisfactory level of preparation.

III. Conclusion

It is evident that considerable effort is being expended to serve the Native American population by UNM and its branches (as well as the other state institutions). It is also clear that these efforts are being hampered by loss of Federal funds without replacement from state sources, although it should be noted that state funding through NMSU helps support our NAPCOE program. Tested programs need to be newly mounted, and the institutions must coordinate (without stifling initiative) their efforts to deliver maximum service for funds available.

Preparation of Native American students for college level work in general, in needed, as we have indicated, but there continues a seriously skewed distribution of choice of majors. Mathematics and the sciences are neglected, for example, and engineering, despite devoted efforts by UNM's NAPCOE program and others, is underrepresented by Native American students. We don't yet fully know the results of a joint UNM/NMSU program to reach minority students at the middle school level with encouragement and preparation to go into the sciences and engineering, but the approach was sound. The program is not now funded by NSF, and efforts to get state replacement funds were unsuccessful.

STUDENT AFFAIRS DIVISION
UNIVERSITY OF NEW MEXICO

Presenter: Karen Glaser, Dean of Students - University of New Mexico
Reporting for the Student Affairs Division

According to an Opinion appearing (8-27-84) in the American Council on Education publication, Higher Education and National Affairs by Davis S. Saxon of the Massachusetts Institute of Technology, "by the year 2000, minorities and women, taken together, will comprise something like two-thirds of this nation." He goes on to say, "Our aim must be to press constantly for progress, by acting affirmatively and vigorously, until all our institutions reflect reasonably and responsibly, in their composition, the make-up of the larger society." Given the demographics of our ethnic population in New Mexico, this State should play a leadership role in the achievement of this goal, at least until, in the case of Native Americans, it is no longer unusual to grant significant numbers of baccalaureate, masters, Doctors of Jurisprudence, Medicine and Philosophy degrees to the members of that population. The task will not be an easy one.
Of the total number of higher school graduates in New Mexico in 1983, only 8444 sought higher education opportunities. Of that figure only an estimated 160 were Native Americans. Of that population, 86 enrolled at the University of New Mexico in the Fall of 1983.

In view of the small number of Native American students, it is our opinion that a carefully designed recruitment program tailored especially for Native American Students is in order. We believe that there are many more Native American students who, if academically motivated, could be attracted to New Mexico institutions of Higher Education and specifically to the University of New Mexico. Such a recruitment program would also need to be aimed at convincing the family unit of the potential student of the benefits of higher education. This effort should begin in the student's sophomore year at which time a staff member from the Office of School Relations would be assigned to work with that student, his or her teachers and family through the junior and senior years in high school. Furthermore, an on-campus experience should be developed for the top 20% of New Mexico Native American sophomores who should be be brought to the University as early as possible, even prior to the sophomore year. While such a

program would require more dollars than we currently have, we believe that the above statistics will never change until a dramatic program such as the one described is given priority and implemented.

In order to recruit students to our institutions, adequate financial aid is essential. We are indeed grateful to the Board of Educational Finance for their adoption of the proposal to consider all enrolled members of the Navajo Tribe who reside on or near the Navajo Reservation as in-state residents for tuition purposes. This measure has helped greatly in providing financial aid to Navajo students. At the same time, it is the opinion of our Director of Student Financial Aid, "that there are serious problems in a general financial aid sense on the horizon. Although the Federal component has remained the same during the last four years, the cost of education has increased between twenty-five to thirty-five percent. This means that more students are competing for the same amount of money when, at the same time, that amount of money does not go as far as it did four years ago. The reason that more students are competing for the money is that more families are applying for financial aid as the costs continue to increase." (Complete report on file with BEF). Federal support for Indian programs has declined significantly from four years ago, a trend which will continue given the Federal Government's current philosophy which means turning more and more to the individual states to support such programs. Once Federal or State support and in some cases Tribal support is withdrawn, the University usually finds itself in a position of having to withdraw support also in response to the tremendous demands on what is (for all practical purposes) a static budget. A good case in point was the nationally recognized Navajo Teacher Education Development Program at our own institution to which the Navajo Tribe committed over 1½ million dollars in promoting educational endeavors to increase the number of Navajo teachers. Once the tribal dollars became unavailable, the University discontinued the program. Successful efforts such as this one need to be continued.

Once suitable recruitment programs are in place and accompanied by adequate financial aid packages, retention efforts become crucial. Although Provost McAllister Hull has already outlined the need for a program similar to the well-known TRIO Program on a statewide basis, we would like to request funding for a program already in place which was initiated and carried out by Lucille

Stilwell, the Director of our Native American Students Services Department, in cooperation from Dean John Rinaldi of the General College. the "Survival Project for American Indian Students" was originally funded by the American Indian Resources Institute at New Mexico State University. The program was conceived by Ms. Stilwell who is convinced that only specifically designed academic assistance in the area of reading and writing English (vs. ESL Programs) will be able to meet the unique needs of Native American students. For example, she believes that Native American students require instructors who possess an understanding of the American Indian cognitive styles (which are not similar to Western thinking). Monies for the program (which is small and therefore manageable) would provide a professional instructor and include the already existing support from the Native American Student Services office. Most importantly, it would provide for continued research to discern and determine the unique difficulties Native American students experience with the English language. Approximately $25,000 per year would be needed to continue this valuable effort. (Complete report on file with BEF). As previously noted, full scale retention programs tailored to meet the other specific needs of American Indian students, must be comprehensively developed to realize the benefits of the effort and money expended for financial aid and recruitment.

In conclusion, dramatic programs and efforts such as the ones described in this paper and at today's hearing which address the Native American students' special needs, are crucial if we are to meet our commitment to the intent of House Memorial 28, and if we are ever to be able to take for granted a Native American who is an engineer, social scientist, dentist, Doctor of Jurisprudence, Doctor of Medicine or Doctor of Philosophy!

NEW MEXICO STATE UNIVERSITY

Presenters: Peggy Elder, Vice-President - Student Affairs
Harry Lujan, Director, American Indian Program
New Mexico State University - Las Cruces, NM 88003

Peggy Elder:

Limitations/Concerns. The failure to obtain adequate departmental budgets for the past several years has hurt us badly. (Last year, there was no increase at all). New positions are difficult to obtain, and we cannot provide all the services which seem indicated.

Retention is a problem. Having just chaired an ad hoc Committee on Retention, I am particularly aware of our statistics in this area which suggests that only 40 percent of our students graduate after five years at the university. Half of those who drop out are in academic good standing.

The literature suggests "persister" is one who is a full-time student, living on campus, works part time, is active in one or more student organizations, has at least an average ACT score, chooses a major early, has adequate financial assistance, and has developed a meaningful relationship with "significant other." That person may be a faculty member, employer, RA, roommate, or advisor. It is the quality of the relationship that matters, not the status of the colleague.

That is probably why the retention statistics for the American Indian Program are better than for the university in general. Harry and Allen provide the kind of support which enables the American Indian student to find a "significant other" in a relatively short period of time. In addition, 95 percent of all American Indian students at live on campus, have adequate financial aid, and 10 percent work part time, while approximately 70 percent are involved with a student organization. All good signs of persisting until graduation.

So we are doing some things very well, as the responses to your survey indicate. Let me just give you a couple of examples of statements which our NMSU staff members have made in response to your questions:

Introduction and Institution Overview

The Division of Student Affairs at New Mexico State University is "Committed to serving the academic and nonacademic needs of its students by providing programs and services designed to facilitate human growth and development." We attempt to do that through 11 departments which employ 48 professional staff, 120 classified staff, and approximately 500 students. Approximately 53 percent of our regular employees are minorities, 56 percent are women, and 1.8 percent are American Indian.

The departments which comprise the Division of Student Affairs are:

- American Indian Program
- Bookstore
- Corbett Center (student union)
- Corbett Center--Activities and Services
- Counseling and Student Development
  - Women's Center
  - New Student Programs
  - Veteran's Certification
- Financial Aid
- Health Center
- Housing
- Placement, Career Services, and Cooperative Education
- Special Events
- Vice President of Student Affairs

I would like Mr. Harry Lujan to comment on these areas:

Mr. Chairman, members of the Board, Ladies and Gentlemen, I am Harry Lujan. I am from Taos Pueblo. I am the Director for the American Indian Program at New Mexico State University. I have been the Director since 1972. My comments will be with regard to the recommendations, the outcome from the summary and recommendations from Governor Anaya's Commission on Higher Education, "The Future is Excellence." The recommendations that I want to address are 21 and 42. Before I do that, I would like to share with you the graduate studies picture at NMSU. At NMSU, we offer 40 areas of study at the Master's level, 19 on the Doctoral level, which all these areas provide tremendous specialized

opportunities for American Indian people. Unfortunately, very few have matriculated into those areas and even completed requirements. I would also like to share with you some data that we have compiled going back to 1944. Undergraduate degrees for American Indians that have completed baccalaureate degrees number about 261. To my knowledge, three have completed Doctoral degrees. Forty-four (44) have earned Master's degrees. Thirty-nine (39) of those have been in the field of Education; the remaining five are scattered in Agriculture, Arts & Sciences, Engineering, Business Administration and Economics. I also want to note that the American Indian student that went to graduate school were supported financially through Tribal and private foundations and institution-based federal loan programs. I also want to share with you in terms of how graduate education can become a reality for American Indians. We were fortunate to receive a grant from the Rockefeller Foundation back in 1978 to train educational administrators primarily at the elementary school level. Out of the 36 that we recruited into the program, 33 completed their requirements and received a Master's degree. That was between 1978 and 1984. Unfortunately, the program has been terminated as of last month and it is a sad situation when the institution cannot pick up a program that has been successful. It goes back to the recommendations - 21 and 42. It is my belief that if the State can be involved, it can make a significant impact in attracting American Indians into higher education, especially at the graduate level. We all here--we talk about affirmative action; we hear about role models within higher education. I hear that on a daily basis that there are not enough qualified American Indians to employ in higher education in New Mexico. Wouldn't it be nice if we could promote American Indians into higher education at the graduate level so that we may begin to tap into that pool? I do not need to convince anyone that specialized studies are necessary and desirable among our people. To me, graduate education is the key. If access to graduate education is to become a reality, immediate attention must be given in two areas:

1. Earmark for NMSU ten (10) graduate fellowships for qualified American Indians from state appropriations every fiscal year; and
2. Employ with the graduate school a person to develop and conduct a comprehensive recruitment program for American Indians.

I would like to close by saying that if our people are to be realistically included in the State's quest for excellence in education, certainly graduate school opportunities must be included in the deliberations among the appropriate State agencies. Thank you very much.

Peggy Elder:

In summary, I feel that the life for American Indian students at NMSU is quite good, even as I feel that life for all students at NMSU is quite good. But as someone told me the other day, "just because you're sick doesn't mean you can't get better." And that is essentially how I feel about the programs and services we provide. We are always striving to "get better."

Thank you very much.

EASTERN NEW MEXICO UNIVERSITY

Presenter: Gerry Quisenberry Counselor
Eastern New Mexico University - Portales, NM

Many of the needs and concerns expressed below imply additional resources of external funding. In the past, federal grants made it possible to initiate support programs for minority students which allowed them to make successful transition to college and to be able to cope with the academic demands of a university setting. As mentioned earlier, the university has been able to absorb some of these efforts after the federal grants expired, but the prospect of declining enrollments and consequent budgetary limitations will increasingly impact upon the university's ability to meet the special needs of Native American students. This dilemma could be ameliorated if the state would establish a pool of grant money for which the institutions could submit proposals for the implementation of new or innovative programs to meet the special needs of Native American or minority students, or for the sustenance and enhancement of existing programs.

The nature of the problems encountered by Native American students in the college setting suggests the need for additional personnel resources. Many students arrive at college with inadequate academic preparation and a lack of awareness of the university context.

As one example, many Native American students experience academic difficulties due to language deficiencies. Dealing with this type of problem suggests more individualized, one-to-one assistance than can currently be provided. For those students who wish to enter teaching and obtain a New Mexico teaching certificate, the National Teachers Exam must be taken and passed at the prescribed level. The test is administered in the initial sophomore level teacher education course as part of the admissions program to teacher education. Areas of deficiency, therefore, are identified early in order that the student may remediate the problem prior to retaking the test, if necessary. The problem, however, is being able to provide the resources and support necessary to remediate the specific areas of deficiency.

The implications are clear, more personnel and more materials are needed. Curriculum materials which address the areas of deficiency, guided study materials, computer assisted learning packages, and staff time are needed.

More intensive cultural awareness training is needed, particularly for new faculty staff members not familiar with the Southwest. Faculty need to be more cognizant of and responsive to the unique problems, attitudes, and values of Native American students.

Efforts to recruit Native American students, particularly outside the Navajo reservation, need to be increased. the recruitment of Native American graduate students needs to be increased,as well. Graduate assistantship programs aimed at Native Americans needs to be expanded--the state could help in this area. At the undergraduate level, financial aid is available and adequate. However, Native American students have experienced some problems with the timely receipt of financial support from the tribal agencies.

A more concentrated effort is needed to provide support to Native American first-time students during the initial weeks of college. A.C.T. research has shown that the first six weeks of college is the critical period for new students, and that the decision to continue or drop out is typically made during this time period.

More Native American role models are needed on college campuses. This ties, however, with graduate recruitment and the necessity to build a larger pool of qualified applicants. ENMU is conscientiously attempting to recruit Native American and minority faculty, and in fact this year has added a Native American administrator and a Native American faculty member. The pool is quite small, however, and the competition for hiring is keen.

In summary, the key element in providing services for Native American students which allow them to succeed academically and personally is the availability of highly specialized, individualized, and personalized delivery system. Clearly, this implies additional resources.

WESTERN NEW MEXICO UNIVERSITY

Presenter: Mervyn L. Cadwallader, President
Western New Mexico University - Silver City, NM 88061

During my first hectic five weeks as the new president of WNMU, I have been most gratified to discover a growing interest in, and commitment to, making a special effort in behalf of better education for Native Americans. I plan to do my very best to support and increase this effort.

This fall we have an enrollment of 1,843 (headcount). Forty-three of those students are Native American. That is only 2.8% and it is not good enough. We need to add Native Americans to our faculty, administration and staff - to join the two (out of 196) who are already there. That is not even 1%--that really is not good enough! We do have a Native American Students Club--and its presence and activity is helpful. Three years ago WNMU started offering courses in the Gallup-Navajo Nation area. This is a program designed to enable those who wish to become certified teachers, to obtain New Mexico certification. Most of those who enroll in our course are either teaching or want to teach, or are teacher aides. The courses offered over the last year were in the areas of Reading, Language Arts, Social Studies, and Educational Administration.

During the last 12 months WNMU enrolled 292 students in this program. It is gratifying to be able to report that over 50% of these students were Native Americans. But that still is not enough!

My own experience in innovative Native American education while I was one of the founding academic deans at The Evergreen State College in Olympia, Washington leads me to believe that there is much, much more that can be done by Western New Mexico University. I hope we can be creative. I want to see Western experiment with the curriculum that it offers and with the way that it is taught both on and off the campus. I want to see Western experiment with taking its teaching <u>to</u> those who want to be taught <u>where</u> they want to do the learning. I am well aware that I am talking about an established concept, the university without walls; nevertheless, I am convinced that we need to be a lot more creative than we have been in the past, because most TV courses, and most extended degree programs, are

characterized by very high attrition. (Some of that attrition quite frankly is the result of content and formats that are boring.)

I would like to underscore two points that have already been touched on. The problems that we are telling about today are not peculiar to New Mexico. Native Americans all over the United States are wrestling with these same difficulties. As a brash newcomer to the state of New Mexico, I would like to suggest that New Mexico, if it wants to make the necessary commitment, can show the other forty-nine states the way. We have the opportunity, right here, to make educational history, to lead the whole nation.

Before you cheer, after all what could be better than leading the nation, let me say bluntly that to do so will require more than good hearted resolutions and a few more dollars, or even many more dollars. It will require a radical change in the educational establishment. The current values and practices of the university system that now dominate higher education in this country are obstacles to innovative solutions, to creative change. There are many reasons why undergraduate education is in need of reform--its failure to understand and respond to Native Americans is one of those reasons.

I, for one, would like to see a national reform movement start here in New Mexico.

NEW MEXICO INSTITUTE OF MINING & TECHNOLOGY

Presenter: Dr. Gary R. Olsen, Dean of Student Services
New Mexico Institute of Mining & Technology - Socorro, NM

On behalf of NMIMT, I wish to submit the following:

New Mexico Tech became actively involved in a pre-college summer program for Native American high school students in 1980, that summer 25 high school sophomores and juniors particpated in the Native American Mineral Engineering and Science (NAMES) Program. The primary purpose of this program was recognizing the shortage of Native Americans in the mineral engineering fields, such as mining, geology, and petroleum. The focus of NAMES is to provide, through a four-week academic program in math, science and English, as well as, career speakers who serve as role models, an opportunity to explore engineering fields and college life. The program is funded through industries, corporations, and New Mexico Tech.

The pre-college programs, in our view, are succeeding because we have seven NAMES graduates currently attending Tech, out of a total Native American population of 22; and because graduates of the program are attending such universities as Princeton, Stanford, and Notre Dame.

For our Native American students at Tech, we are offering special weekly help sessions involving faculty, staff and other students as well as tutoring and related services through the NAMES Program.

We believe and recommend that special state funding for such programs is necessary if they are to be truly successful. At the present time and since the inception of the NAMES Program, we have had to depend far too much upon "soft" money from outside sources.

New Mexico Tech is committed to the idea of improving higher educational opportunities for Native American students so that they can return to their homes and fill the roles that they have not previously been qualified for.

UNM-GALLUP BRANCH

Presenter: Dr. John Phillips, Director
UNM-Gallup Branch - Gallup, New Mexico

The UNM-Gallup Branch would like to accomplish the following in Native American Indian Education:

It is hoped that next fall the Tribal Enterprise Program will be completely developed and approved so that course offerings may be resumed. Funding is being requested from the Board of Educational Finance to start this program as a major degree program with a full-time faculty members assigned to teach in this area and to coordinate the program.

The service areas of the UNM-Gallup Branch is extremely large. It includes a major portion of the reservation. Many Native American students travel in excess of 100 miles to come to campus and return. These students would be better served if dormitories were available. Local information indicated that there are now between one and two hundred students that would utilize these rooms.

The administration of the Gallup Branch would like to stress that while the above described activities are being conducted and planned for the Native American students, all other students and missions of the Branch are not in any way being neglected. It is the intent to serve all students and to respond to all identifies educational needs with equal vigor and commitment.

Funding Needs:

1. Many of these programs are now operating on money obtained through grants. A permanent source of funds would make these fine programs more secure.
2. As previously stated, start-up funding is being requested for the Tribal Enterprise Program.
3. Capital outlay funds are needed in order to build dormitories. Both private and public sources are being investigated. However, no action on this objective is foreseen at this time.

UNM-GALLUP CAMPUS

Presenter: Phil Savilla, Counselor - Recruitment Administrator
UNM-Gallup Campus, Gallup, New Mexico

The UNM-Gallup Campus currently is serving over 886 Native American Students out of a student population of 1590. As the Native American student population increases so must the support services expand and improve to accommodate student needs. A majority of our students are from the rural areas surrounding Gallup-McKinley County. To better serve the Native American student the current Student Services Department must address the following:

1. Tutorial Services Bank
2. Study Skills Courses
3. Financial Aid and the Indian Student
4. Organized Study Groups with Tutor
5. Housing or Dormitory Facilities

These are just a few of the services which need to be incorporated or expanded to better serve the student. UNM-Gallup has tried to meet these needs for students with a limited budget which means a limited staff and services. Therefore, I ask on behalf of the Student Services Department based on the testimony presented to you today by Dr. Phillips, that the State Education Finance Committee take into serious consideration the concerns presented to you so that the total educational needs of students are met by all concerned.

NATIVE AMERICAN STUDENTS ASSOCIATION

UNM-GALLUP CAMPUS

Presenter: Thaddeus Canejo, Secretary
Native American Students Association

On behalf of the Native American Student Association and Native American Students in general. We would like to see Housing/or Dormitories become available for the many students that travel to the UNM-Gallup Campus, most of whom travel about 25 to 50 miles (one way). I myself travel 36 miles from Zuni, New Mexico to the UNM-Gallup Campus daily to attend classes.

Reasons for having housing or dormitories are:

1) Traveling long distances wear out the vehicles tires, thus adding more to the expense of attending school.

2) Dollars spend on gas could be spent on necessities.

3) The hours spend driving to and from the campus could be hours spent studying if the students lived near the campus.

In closing, I would like to see housing and/or become available for the future students of UNM-Gallup, so the time for action begins here.

NORTHERN NEW MEXICO COMMUNITY COLLEGE

Presenter: Connie A. Valdez, Acting President
Northern New Mexico Community College - Espanola & El Rito, NM

I would like to take this opportunity to briefly describe the efforts of Northern New Mexico Community College and to express the needs in addressing Native American Higher Education Issues.

First, I am please to announce that our enrollment of Native American students increased by 66% between fall, 1983 and fall, 1984. The increase is in response to the initiation of concerted efforts by our institution to recruit and retain Native American students and response from the pueblos in our constituency and Indian Community statewide.

We recognize a need to do much more. As is the case with our sister institutions, we are severely hampered by lack of funds which translates into lack of sufficient faculty and staff to meet specific needs of Native Americans.

Given our location relative to the northern pueblos, we find that transportation to the NNMCC campuses to and from the pueblos would greatly facilitate accessibility to Native American students wishing to pursue higher education available at Northern. A bus transportation system is needed.

Through participation of Native Americans in college advisory committees, we understand our need to hire more Native American faculty and staff. Currently we have two Native American faculty members and five other professional positions filled by Native Americans. Unfortunately, these individuals are having to concentrate their efforts on college-wide needs rather than focus on Native American needs.

NNMCC would utilize additional Native American faculty to assist in culturally relevant curriculum development.

In addition to the regular college curriculum, we offer an extensive developmental studies program to assist students with basic skills competency development. In our experience we know what students with English as a second language have special needs. We would like to provide additional counseling and support staff to identify Native American needs and recommend appropriate methodologies to assist in teaching strategies for Native Americans.

As a comprehensive community college, we are committed to meeting the needs of our Native American constituents.

Currently we are developing a program for mental health workers on request of Native Americans.

NNMCC is funded by the federal government to operate an Educational Opportunity Center. The primary purpose of this center is to provide information on educational opportunities available throughout the state. Emphasis has been given to working with Native Americans in disseminating information, providing financial aid assistance and counseling to facilitate decision-making and entry to educational institutions. This center has the potential to develop into a dynamic research and service center to do comprehensive assessments and planning, followed by delivery systems to meet specific Native American needs. We would like to see state resources provided to facilitate this.

With our limited resources we will continue to make efforts to be responsive to Native American needs. Without adequate resources and staff committed specifically to this area of need, provision of services to our Native Americans, especially those pueblos which form the heart of the Espanola Valley area, cannot be fully met.

SAN JUAN COLLEGE

Presenter: Dr. James C. Henderson, President
San Juan College, Farmington, NM 87401

San Juan College's commitment to serve the Native Americans is an established example for all two-year postsecondary colleges in the state of New Mexico. Thirty percent of our FTE was produced by the Native American students in 1983-84 academic year. This more than parallels our county ethnic percentage.

San Juan College does have many challenges to meet because of our commitment to our students. These challenges are:

1) Recruitment of Native Americans
2) Housing
3) Developmental Studies
4) Career Exploration
5) Employing Native American Professionals
6) Placement in the Trades
7) Financial Aid
8) Cultural Awareness
9) Cooperative Education
10) Off-Campus Training Centers
11) Transportation

Our college is meeting these challenges to a degree, however, state assistance in forms of grants, information centers and processing centers would greatly enhance our local efforts.

The competition of colleges for Native Americans is <u>not</u> the answer to the challenges of Navajo students. Providing assistance to the colleges that are successful in this task (like San Juan College) is a viable answer.

The state of New Mexico could provide assistance in the above 11 areas to San Juan College and we could triple our Native American enrollment at San Juan College in a three year period. This increase would be possible with an adequate commitment by the state of New Mexico to San Juan College.

SAN JUAN COLLEGE

Presenter: Gerald E. Nix, Dean of Instruction
San Juan College - Farmington, NM

Dr. Nix presented the report submitted to the San Juan College Board on March 27, 1984. The report shows a clear awareness in the instructional staff at San Juan College of their obligation to serve the needs of the people of various cultures who live in the College's service area and who consequently comprise the student body of the college.

The study (on file with BEF) includes current activities and course offerings taking place on campus with emphasis on cross cultural enrichment.

NATIVE AMERICAN PROJECTS
SAN JUAN COLLEGE

Presenter: Cynthia Begay, Director of Native American Projects
San Juan College - Farmington, New Mexico 87401

Without a question, one of the most challenging issues confronting Higher Education has been the recruitment, retention, and successful degree completion of Native Americans. Currently, Native Americans are grossly underrepresented in Higher Education in almost all occupational fields which require a college degree. Despite the nation's efforts to remedy racial discrimination with major legislation of the Civil Rights Act, Native Americans are still underrepresented in advanced fields, which prepare them for leadership positions.

There also exists a value premise in education: the right to provide equal educational access and opportunity to persons of every race and heritage, as well as fairness to the individual, in pursuing his educational goal. The need to address the unequal distribution of education for Native American students is an issue that higher education and student services must challenge.

Generally speaking, the academic preparation of the Native American student is poor. The greatest problem that Native American students experience is that of inadequate preparation for college while in high school that results in poor study habits and lack of motivation to study. Many Native Americans bring to the college setting a combination of cultural values and tradition, plus the new values adopted through the education system. When they enter college, there is a new adjustment to college life and more expectations, which can produce emotional strain and stress on Native American students. Native American students must adapt to a competitive, argumentative, and highly verbal world at some risk of personality disorientation.

If Higher Education, specifically Student Services, is to respond to the needs of Native American students, it must see Native Americans, not as traditional college students, but as diverse individuals facing very different

developmental tasks. By virtue of their culture, Native American students at the college and university level, there is a need to restructure many services and programs in the educational area.

Perhaps, the business world may have a solution to student retention. According to a new perspective in marketing techniques, the shift has moved to focusing on the positive rather than the negative. Instead of studying the dropout rate and attrition rates, researchers need to shift their work towards the persisters and to retention rates. In other words, instead of trying to learn why students leave, administrators need to understand why their focus from attrition to retention and from trying to understand why students leave to actually converting their colleges into caring institutions with an emphasis on quality and service.

This new shift from looking at the end result of dropping out to retaining students changes the focus from institutional FTE to serving the needs of the individual student. This places a heavy burden on institutions of higher learning in zeroing in on better serving the needs of Native American students.

The business world may have a solution to student retention in terms of the marketing process. The basis of the marketing concept is to improve the relationship between the consumer (student) and the product (services). The relationship between consumer and provider of products or services must be mutually beneficial; otherwise, one or the other will suffer. That is, the consumer must be sufficiently compensated to stay in operation. Improved student retention should be viewed as a by-product of an educational goal.

See Appendix G for an example of the marketing process for Native American students.

NAVAJO COMMUNITY COLLEGE

Presenter: MacArthur Norton, Vice President for Academic Affairs
Navajo Skill Center - Crownpoint, New Mexico

Navajo Community College, as a Federal public higher institution and accredited by North Central Association of Schools and Colleges, wishes to enter into an Intergovernment Agreement with the State of New Mexico to provide postsecondary educational services to the New Mexico citizens residing in the Navajo Nation. The agreement with the State will enable Navajo Community College to assist some New Mexico citizens to upgrade their employment and literacy skills so that they might become productive in, and contributors to the economy of the State of New Mexico.

Some social and economic factors indicate a need for postsecondary educational services. The Navajo Nation population is mostly Navajo Tribal members, as might be expected. As for the non-Indian residents most of them are concentrated in larger communities where public and private agencies provide employment. It is estimated that among the Navajo people the educational attainment is 5.2 years as compared to 12.6 years of the general American people. The medium age of the Navajo population is 17.5 years making the Navajo Nation a very young nation. The unemployment rate is about 35 percent. Consequently, most all proprietors of the commercial and industrial enterprises operating in the Navajo Nation are Non-Indian, and the majority of the patronage is the Navajo. With this incidental arrangement, the business proprietors are able to contribute to the State and County Coffers. However, it is our belief at Navajo Community College that the social and economic contributions of all citizens can be increased through upgrading of appropriate skills which can only be accomplished through a concentrated effort.

The State can play an important role in the educational development of the Navajo Nation. The United States government signed a treaty with the Navajo Tribe in 1868, which obligated the United States to provide education by hiring "a teacher for every thirty Indian children." This obligation is being

partially fulfilled through several Federal legislation for Indian education, including the Tribally Controlled Community College Act of 1978 (PL-95-471). The Navajo Tribe has recently assumed part of the obligation of education its constituents; but, its undeveloped economy has been the obstacle to providing a sound financial base for eduction. In Fiscal Year 1983, and again in 1984, the Tribe provided $1.5 million for Navajo Community College. From 1972 to 1982 the Navajo Tribe distributed about $78.5 million to over 23,917 Navajo higher education students. In Fiscal Year 1982 alone, the Navajo Tribe spend some $3 million on Navajo students attending New Mexico higher educational institutions and about $2 million for New Mexico. In the U.S. Constitution, responsibility for education primarily remained with the States. Through this constitutional provision, the citizens of Arizona and New Mexico benefit from the State educational services--including higher education. Though the Navajo Tribe has spent millions of dollars in tuition to State Colleges this relationship with the State has not been reciprocated. Navajo Community College would like to assist the State governments, using State funds, to fulfill the state obligation for the education of their citizens who reside in the Navajo Nation.

Some statistics suggest the Navajo people's desire for higher education. From 1972 to 1982, some 46,000 Navajo individual applied for Navajo Tribal Scholarships. Only about 25,000 received some for of Tribal assistance to pursue higher education experience. Yet only about 2,604 completed their college programs. This number does not include many other Navajo individuals who sought or received assistance from Bureau of Indian Affairs and other sources. Of the estimated 160,000 Navajo, there are over 84,000 able-bodied men and women over 16 years of age. As of April 1983, just under 35,000 were supposedly employed. Many of those employed are seriously lacking in basic literacy skills. It is a fact that Navajos who go off the reservation to attend college experience culture shock, have financial problems, and find themselves lacking necessary academic skills to compete in higher education. Consequently, an attrition rate of over 50 percent is not unusual.
Not only among the non-Indian people is there a parental desire to keep young folks near home either for school or employment. Social ties are strong among Indians as well. Community colleges were founded on the fundamental social principle of parents keeping siblings near home. Unfortunately, this social

principle has worked negatively for many young Indians. They left school or employment just to maintain closer social ties with their kin. These people are highly represented in the unemployed and under-employed figures throughout the Navajo Nation. These people are still seeking ways and means to up-grade their literacy and employment skills.

However, to accomplish the postsecondary educational goals among the Navajo Navajo population it is critically important that higher education activities are properly coordinated. A simple survey conducted by Navajo Community College during Fall of 1983 indicated some one hundred fifty-four (154) different higher education institutions offering a course or more throughout the Navajo Nation to 27 agencies. The Navajo Government had not provided a coordination mechanism for these institutions until recently. The Navajo Tribal Education Committee now requires all higher education institutions to check through them. Consequently, through NCC extension activities, it was found that many Navajo individuals have earned over 100 College credit hours from several colleges, but are far from completing any meaningful program. This seems to suggest that higher educational institutions have exploited the Navajo Nation. To resolve this problem Navajo Community College is seeking to become the primary postsecondary education coordinator and provider for the Navajo Nation, with the blessing of the several governments serving the Navajo Nation.

The cost of College education is continually rising and the proposed Federal Policy is no help. The Federal Government proposed to change student aid from scholarship programs to work-study and loan funds. At the same time, the level of funding for student aid was considerably reduced. Consequently, the ethnic minorities and low-income people are being left out in the cold once more. Navajo Community College would like to keep cost of college education at an affordable level, also offer more core courses leading to degrees, and maintain pre-requisites at a minimum without losing sight of quality education. Many State citizens who are residents of the Navajo Nation have not had sufficient opportunity to complete a college degree program. Keeping costs down and bringing the college to the people increase access to higher educational opportunities. Navajo Community College plans to provide the two year lower division programs, and also serve as a broker for educational

services for the upper division and graduate degree programs, and continuing education activities.

A majority of the Indian people have abandoned their goals to complete a college degree program because they were socially and academically ill-prepared for college in the big city. A recent follow-up study showed that 21% of NCC graduates went to on to a major institution completed a four-year degree program. In comparison, other state institutions report that less than 10% of their Indian enrollees ever complete a degree program. The NCC approach to educating Indians or others has been to develop basic skills and to mesh the curriculum with culture.

One of the underlying assumptions for Navajo unemployment and underemployment is poor work skills and poor preparation for career skills. Work skills and career skills may sound synonymous, but it is separated in order to address different levels of need. Work skills are those skills needed for people to become more effective and efficient in the jobs they have been trained to perform. Career skills suggest a higher level of training needed for people to move into professional classifications. The need for both levels of skills are a crying need among the Navajo people. Non-Indians may also benefit, if the opportunity is made available near home.

The mission of Navajo Community College, as charged by the Navajo Tribal Council, is to enable the Navajo Nation citizens to become functionally literate and enable them to perform specific work skills at exceptional level. This charge is monumental. NCC has thus far had no need to offer non-credit recreational and special-interest educational programs.

In summary, Mr. Chairman and members of the Board, we are presenting to you a unique request, and hopefully, developing a unique working relationship between the State and the Navajo Nation. Unlike the State Legislators and officials, the Navajo Tribal councilors and officials wish to provide an appropriate and a quality educational opportunities for their constituents who desire to perpetuate their cultural values and lifestyles. We believe that a unique working relationship between the State and the Navajo Tribe is

necessary to achieve coordination and cooperation in delivery of postsecondary educational services in the Navajo Nation. Ultimately, pooling our resources will reduce duplications, costs, and proliferation of colleges. Most importantly it will save dollars for the State, Federal and the Navajo Nation.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

Presenter: Bob Martin, President - Southwestern Indian Polytechnic Institution (SIPI) - Albuquerque, NM

It is well documented that American Indians, in comparison to the general population, have higher rates of attrition, and poor performance on standardized tests of achievement. Studies indicate that by the sixth grade, many American Indian students are two grade levels behind the white population in reading and math.

Reasons often given for the poor performance of American Indians in education are cultural differences and their economic backgrounds. SIPI conducted a student survey in the Spring of 1983 that provides some validation for these assertions. Of the 348 students surveyed, it was found that:

- 49% spoke English as a second language
- 80% came to SIPI from an Indian reservation
- 18% single parents
- 78% attended a public high school
- 42% were unemployed the previous year before enrolling at SIPI
- 19% had attended other vocational schools, colleges, or universities
- 53% came from families with incomes below $5,000

It is obvious from this student profile, that a challenge exists for SIPI and Indian education as a whole.

In January, 1984, SIPI tested 217 freshman students to determine their grade equivalency levels in math and reading. Fifty percent of these students performed at reading and math levels less than the required 8.0 grade equivalence necessary for occupational assignment. Approximately 20% of the students performed at less than the sixth grade in math and reading. In response to this problem, remediation is an integral part of our school's program. On the average, 30% of our students are full-time preparatory or remedial students during their first semester at SIPI.

This problem of poor performance in reading and math is not unique to SIPI or the Indian population. It is a national problem. However, I feel that American Indians are a unique population with unique needs that currently are not being addressed by our educational systems.

I would like to propose to the State of New Mexico, with one of the largest Indian populations in the country, that it be the leader in investigating this problem and developing a state-level policy relative to Indian education.

NAVAJO SKILL CENTER

Presenters: Butch O'Neal, President
Navajo Skill Center - Crownpoint, NM
Leon Secatero, Member, NSC Board of Directors

The Navajo Skill Center, Inc., is chartered by the Navajo Tribe and incorporated in the State of New Mexico as a non-profit corporation. the primary goal of NSC is to develop and operate postsecondary vocational programs to meet the manpower needs of the Navajo Nation and surrounding areas.
NSC facilities were constructed in 1979 and occupies 70 acres of land in Crownpoint, McKinley County, New Mexico. Facilities consist of a dormitory, accommodating 110 students; an administration and training building with six (6) large bay areas, eight (8) classrooms, and two (2) offices; a cafeteria - multi-purpose building; and 18 staff housing units. The facility can easily accommodate 250 students for training.

The Navajo Skill Center was granted Accreditation (Candidacy Status) by the North Central Association of Colleges and Schools in March of 1984. All of the programs offered are approved by the Bureau of Indian Affairs and the majority are approved by the Veterans Administration. NSC has been granted a waiver of licensing from the State of New Mexico. All NSC instructors are currently enrolled in University of New Mexico classes for vocational certification and all administrators meet or exceed state requirements.

Vocational Programs currently offered at NSC are:

1. Carpentry
2. Residential/Commercial Electricity
3. Masonry
4. Surveying Technicians
5. Heavy Equipment Mechanics
6. Office Occupations
7. Accounting
8. Culinary Arts

All courses offered are for a one-year period.

The operational budget for NSC is currently provided solely by Tribal funds. The Navajo Tribe has made a significant investment over the last three (3) years of operation, which demonstrates a strong commitment to vocational education. The last two (2) years has brought a steadily declining operational budget for the NSC, which corresponds proportionately with the declining revenues for the Navajo Tribe. the Navajo Skill Center is in desperate need of additional funding in order to continue operation of a quality vocational program.

The Navajo Skill Center is a unique vocational institution in that its programs and mode of operation are geared to meeting the labor market needs of its location. It also provides training to a unique population, specifically, a group of students who cannot relocate to receive vocational training due to family ties or for economic reasons. Student who leave the reservation areas to obtain training often remain off reservation, thus resulting in a "drain" of a badly needed human resource. Students should be afforded the opportunity to receive training that is appropriate to them, and remain close to their homes.

The Administration of the Navajo Skill Center has approached the State of New Mexico, in the past, requesting a share of the Federal Vocational Education monies, but such requests were met with refusal. The federal monies are allocated to the state of New Mexico for all of its citizens, but the State uses all such monies for state-operated vocational schools only. We must once again ask that the state of New Mexico distribute the federal monies on a equitable basis. The Vocational Education Act specifically states that funds are available to non-profit and private schools.

Sixty-five percent (65%) of NSC students are New Mexico residents and that percentage will continue to grow as our student population increases. Vocational training is not otherwise available to these students. It is an appropriate time for the State of New Mexico to recognize the value of services provided by NSC to New Mexico residents and to enter into a cooperative agreement with the Navajo Tribe for operational funding of the Center.

INDIAN STUDENT COALITION

Presenter: Stephen LaBoueff, Member of the Indian Student Coalition
Graduate Student, University of New Mexico, Albuquerque, NM

On May 4, 1984, the Southwestern Indian Student Coalition had a meeting involving various students from different schools within the state. At that time we came up with a list of recommendations which we hope will reflect student input. The recommendations are not meant to be all-inclusive. Many of them were presented to the New Mexico State Commission on Higher Education last Fall, as a way of opening dialogue between students, community, and higher educational institutions. We have added recommendations and amendments to reflect recent student and coalition meetings.

1. We recommended that UNM-State take the lead by conducting a Native American public hearing. UNM, NMSU, and other State institutions of higher learning, Federal and Tribal agencies would be invited to present their viewpoints. The hearings would enable the UNM/State to assess student and system needs and problems.

2. We recommend that UNM/State establish a Native American Commission on Indian Higher Education for the purpose of formulating a plan and strategy for NA higher education. It would serve a one-year period. It would demonstrate a commitment and would bring UNM into a leadership role in NA and cross-cultural education.

3. We recommend that there be an increased effort at the recruitment and retention of NA students. We have been informed that the dropout rate in the first two years exceeds 70%. This is unconsciousable and unacceptable.

4. We recommend that the UNM/State conduct a baseline assessment and evaluation for identifying NA higher education needs in all areas, i.e., UNM/State develop and integrate more, and valid cross-cultural curriculum into the full spectrum of University-based programs, not just into special interest pockets. Most existing NA curriculum and program

efforts have been generated by Federal dollars. Those dollars are no longer there.

Native American Studies is looked to for fulfilling the State obligation and this is wrong. The relationship of NAS to the students, UNM, State, and Indian communities should be re-examined. We realize that the need of NA students and communities have and will continue to grow and that the NA Studies Center has not grown with it. It is at the same budget level as it was ten years ago.

We recommend recruitment and retention of additional NA professors and staff in the departments that have particular relevance to the study of NA and regional cultures, i.e., Sociology, Education, Anthropology, and History.

We recommend a commitment of resources for NA study and research in other departments, as well as NAS. The focus would be on studies that would further student interest, needs, and would provide contributions to NA communities.

We recommend that such an assessment and evaluation be conducted on a department-by-department basis.

5. We recommend that NA representation be increased on institutions of higher education. To our knowledge, there are no NA's serving on any of the Board of Regents at any of the State institutions. UNM expects to have two vacancies in January, 1985. We strongly recommend that a NA be appointed to fill one of the vacancies.

6. We recommend that the UNM/State increase, not decrease, funding levels for advocacy and support programs, i.e., NAS, NAPCOE, Financial Aid and others. Indicators such as the high dropout rate suggest not only additional support programs, but that existing ones be evaluated for efficiency and effectiveness.

Failure to address these needs results in blocking access to higher education and is illegal.

7. We recommend that the Financial Aids programs be reassessed and evaluated so that students are not lost to the systems gaps. Many NA students are forced to dropout because of delays in securing their funds. While the Financial Aids at UNM is attempting to work with the students, this continues to be a recurring problem. There are several extra systems that the NA student faces, i.e., BIA and Tribal, and there is much unnecessary duplication. This costs us all.

We recommend also, that a full-time position be established in the Financial Aid departments to work with the NA students. This position should be filled by a NA who is familiar with the entire Financial Aid system. All required forms for aid should be filed and processed out of one record folder.

8. We recommend that all institutions of NA higher education be strongly supported by all concerns, i.e., SIPI, TV-I, IAIA. These schools are import-resources for preparation and recruitment into the academic institutions. We recommend that communication and mutual agreements be improved.

9. We recommend that additional field hearings be conducted by the State. Our original purpose in requesting this hearing was to provide student and community involvement. This cannot be done without field hearings. Parents and students must play an increasing role in what and how NA education is taught.

10. We recommend that a NA degree program be offered at UNM and other State four-year institutions. American Studies now offers inter-disciplinary degrees at UNM. Degrees which focus upon relevant concerns and needs for NA community planning and economic development are desperately needed.

NATIVE AMERICAN PROGRAM-COLLEGE OF ENGINEERING

Presenter: Lila Bird, Coordinator, Native American Program
College of Engineering (NAPCOE) Farris 345

RECOMMENDATIONS

The UNM Native American Program in the College of Engineering was established in 1975 to increase the number of American Indians earning degrees in engineering.

Today, NAPCOE is involved in high school recruitment and college student retention. Recruitment programs include junior high school, high school, and junior college visitations; participation in pre-college engineering programs; and community outreach.

NAPCOE currently serves 104 American Indian engineering students. NAPCOE offers special tutoring services in all academic subjects; personal, academic, and financial aid counseling; book and supply loans; and a monthly newsletter. In addition, NAPCOE provides office space, organizational assistance and use of three computers to members of the UNM Chapter of the American Indian Science and Engineering Society (AISES).

The UNM Chapter of the American Indian Science and Engineering Society (AISES) was officially established in November, 1983. AISES holds regular bi-weekly meetings throughout the school year. The organization serves as a peer support system for American Indian engineering and science students. Chapter activities include corporation networking, workshops, study groups, social activities, and special projects.

In order to increase the retention rate of American Indian engineering students, an orientation program was held August 13-17, 1984, one week prior to the start of the fall semester.

In the summer of 1985, NAPCOE will conduct a four-week summer institute for entering American Indian freshmen. The 1985 NAPCOE Summer Institute will

provide classes in English, math, engineering, and study skills, as well as orientation to UNM engineering departments and support services.

1. NAPCOE fully supports the establishment of a New Mexico Commission on Native American Higher Education to further study the critical problems in American Indian higher education. The drop-out rate for American Indian students in the UNM University College stands at an alarming figure of 72%. This drop-out rate profoundly impacts the matriculation rate of Indian engineering students. Since 1975, an average of only three Indian engineering students per year have obtained undergraduate degrees. American Indian students are not academically prepared in junior high schools and high schools for college level engineering studies.

2. NAPCOE recommends the employment of a full-time American Indian financial aid counselor at the University of New Mexico in order to assure the effective and positive response to the UNM financial aid office to special needs of American Indian students.

Presenter: Benny Starr, Chairman of Education for the Santo Domingo Tribe

My responsibility is to be the liaison, to coordinate with schools, school administration, students. So I am aware of what is happening and what is not happening. I work with the headstart, kindergarten, elementary, secondary, junior high, high school, as well as postsecondary and vocational students and institutions. There are, indeed, problems that need to be resolved at all levels. In the past, many have blamed one another for not doing the job. I think it was commented here to that effect. Our State Superintendent, Mr. DeLayo, blaming postsecondary institutions for not turning out qualified teachers. I hope that those individuals who have been appointed to represent on the Board of Regents are here, because the Santo Domingo Tribe leadership regard education as the fundamental foundation for one's being. I think in today's society, in the technical world that we're living in, it demands all of us to be knowledgeable, to have the best possible education in order to take your places in society, the job market, the ultimate -- one's livelihood. This is why the Santo Domingo people, the leadership and the parents are encouraging all of our youth, as well as others, to take advantage of education beyond high school, as well as between headstart and high school.

The reason I said those individuals who are representing on the board as well as in administration of those institutions are here. We have recently contracted the scholarship program from the Bureau of Indian Affairs, and through our personal involvement there are things that need to be resolved, things that need to be done. I think the responsibility of the members of the Boards of Regents and the administration at each institution needs to take time and find what is happening in departments such as admissions, financial aid, registrations. Right now, some of our students from Santo Domingo, who are attending postsecondary, are being threatened with disenrollment. I can appreciate policies, rules and regulations. That must be at all institutions, all governments. But if only policy is detrimental to the education of our children, those policies need to be reviewed.

Communication needs to be from the Board of Regents, all the way down. Many people who are in a top positions, as well as the President of the United States, says money isn't the answer. I appreciate the fact that some families are well off. They don't need to apply BEOG, PELL Grants, college work study, state incentive, student direct loan, but we do. We're in a different situation. I think consideration needs to be applied at each Level or each institution. We who are involved in Tribal scholarship programs require that each student apply to other sources before coming to the Tribal scholarship, because of lack of funds. The reason our students are being threatened with this enrollment -- we contracted from the Bureau of Indian Affairs the scholarship program. And their fiscal year is not consistent with the school year. School starts in August; fiscal year for Bureau of Indian Affairs in October. Moneys are not available even in October -- red tape, so forth, policies again, appropriations. Because of these facts, those that want to attend college are being threatened with disenrollment because institutions have the policy that at the time of registration each student must have a full packet of financial aid. Otherwise, they will be disenrolled. We have letters to that effect. I failed to mention that I don't have a written statement. I'd like to ask the committee that my comments be included in the record of this hearing. There are many other discrepancies in the process of education. Like I said, I've been involved in this thing since 1968, appointed by the Tribal Council of Santo Domingo to represent its people.

Communication needs to be broadened. There are programs, projects, activities at institutions which represent Indian population, even programs. Because we are in the minorities, because our programs are small portion of the institutions, communication does not get to them. Recently, I personally asked Governor Toney Anaya for a letter to the Board of Regents, mainly to New Mexico State University in Las Cruces. I talked with Governor Anaya and he delegated the writing of that letter to the Board of Regents to Mr. Wilfred Martinez, and I asked that a copy of that letter be sent to me, as well as the Indian projects at Las Cruces. I have yet to receive that copy. So, when I say the breakdown is at all levels, that's what I mean.

We at Santo Domingo concur with the statements made here today. The recommendations that they have made to better the situation, to better the

communication, to let us be involved. What we're asking is sincere consideration at all levels. Give us that equal opportunity for that education that our people need, so that we can, as I said, take our place. We are citizens of New Mexico and should be equally considered. We should have representation at all levels, so that we can speak for our youth, for members of our Tribe. We have that moral right, we have a legal right, as far as the Constitution is concerned. We, in the past, because of Bureau allocations to Indian people, have been neglected from some of the State allocations. Whether it's decided by the Board of Regents, whether it's decided by the administrative, or the people who are directly administering those projects, they have negative attitudes when reviewing applications for financial aid. Indians are getting monies from the Bureau, so we don't need to consider state allocations. Whether you believe it or not, that's a fact. All we're asking is equal opportunity. Give us that same chance that you give others. Santo Domingo will appreciate it. Thank you.

MESCALERO APACHE TRIBE

Presenter: Clarence Buurma, Education Director for Mescalero Apache Tribe

Members of the Board of Educational Finance, guests and friends of Native American Higher Education: My name is Clarence Buurma. I am the Education Director for the Mescalero Apache Tribe; and wish to testify on behalf of the Mescalero Apache Tribe today concerning Indian higher education needs as they pertain to the State of New Mexico and members of the Mescalero Apache Tribe.

We have been the recipients of on-site classes from NMSU, NMSU-A and most recently UNM over the years. All of these classes have been provided with soft money such as BIA higher education grants; Tribal Scholarship funds, CETA funds and Title VII bilingual-bicultural funds. Most of the offerings have been geared towards elementary teacher education, in addition to secretarial, business, and general education (requirement) courses. Many students were able to get started with their college careers and/or fill in needed courses for their job requirements. Now that the UNM classes under Title VII have stopped, we are looking for alternatives. Classes offered by video tape seemed the most logical, but since securing equipment to present such classes, I find the lack of offering in the state at present does not make that a very plausible alternative. Some communities are being serviced by micro-wave classes which require the installation of expensive towers and micro-wave equipment. Serious consideration should be given to micro-wave and/or video classes for the rural Indian reservations of New Mexico. In addition to offering classes (in some form) there is the need for library services to support the curriculum offerings. One year a library consultant was provided to provide materials for the students enrolled at Mescalero and other on-site projects offered by UNM, but this was again soft money which soon disappeared.

Another concern of ours is that high aptitude high school students are mostly wooed only into the science and energy related careers (provided by money from those industries), whereas everyone is not interested in those fields; and are certainly needed in health related fields, teaching, and business as well. Programs to steer these potential students into New Mexico schools and needed

careers would be a worthwhile way to work together for the high schools and colleges. Since our average high school graduate is quite far down on the totem pole when measured by achievement scores or potential to do college work; we feel that the colleges need to continue to provide remedial courses, and meet the incoming freshman student at a level where he/she can succeed. Work on articulation with the high schools of the State could result in a high percentage of Indian students feeling prepared to enter college upon graduation from high school.

The recent recommendation of the BEF to revise the funding formula to reflect the on-site classes should hopefully result in a continuation and/or renewal of many of the on-site programs for the coming school year.

ALBUQUERQUE PUBLIC SCHOOLS

Presenter: Darva Chino-Randolph, Head Counselor
Albuquerque Public Schools - Johnson O'Malley Counseling Program - Indian Education Department

I. Articulation of universities and secondary schools serving Indian students.

A. Selection and budget for key individuals to plan articulation and establish a closer relationship.

1. Teachers, professors in various departments
2. Curriculum specialists
3. Personnel from programs working specifically with Indian students
   Example: Native American studies, Johnson O'Malley programs other federal programs.
4. Administrators
5. Students

B. Improvement in curricula at both levels

1. Design academic courses in all areas -- Outreach and on-site
2. Design elective courses for Outreach and on-site
   a. College prep
   b. College adjustment and survival courses
   c. Experiential courses
3. Provide tutors, advisors, counselors
   a. Begin at ninth grade and follow through college
      Example: UNM MESA program
   b. no income criteria
4. Mandate required course on cultural history, and learning styles

C. Improvement of Recruitment programs, campus visitations and orientations for students grades 9-12

1. Budget for each university to coordinate and conduct
   a. Transportation and meals
   b. Planning committee
   c. Campus visitation throughout the year
      1) Tours of various department
      2) Attend classes on campus
      3) Interact with university students and professors regarding courses, expectations, college adjustment, etc.

D. Provide improved financial aid programs and packages and scholarship offerings

II. Strengthen support for Indian Education from the State level

A. Increase Indian Education department

B. Set-up a commission
   1. Institute and monitor articulation of universities and secondary schools serving Indian students
   2. Research -- attrition problems, curriculum needs, etc.
   3. Revise state equalization formula to accommodate unique educational needs of Indian students in order that parity in achievement scores can be achieved.
   4. Recommend and follow through with data collected and concerns cited in today's public hearing.

NEW MEXICO OFFICE OF INDIAN AFFAIRS

Presenter: Ron Martinez, Tribal Liaison Officer
New Mexico Office of Indian Affairs, Santa Fe, New Mexico

The New Mexico Office of Indian Affairs, among its other responsibilities, is charged with investigating, studying, considering and acting upon problems of education for the state's Indian citizens.

In light of this duty, we are pleased to see the hearing taking place here today, and the interest the BEF is showing in improving higher education in the state for Native Americans.

We feel these efforts to improve the higher education potential for Indians are definitely needed and necessary if education for this significant portion of the state's populace is to reach parity with other segments of the populace.

As an example of the gap we see in the difference between Indian higher education and non-Indian higher education in New Mexico, we will cite some findings from a study our office is now completing on the State's appropriations to Indians, tribal groups, and Indian organizations, or to programs and projects serving the needs of Indians.

While we still lack some very minor additions to these figures, approximately $5,285,000 was allocated by the state for Indian higher education over the 1983-84 school year. This figure is arrived at by dividing the percentage of full-time Indian students at each institution of higher education in the state into these institution's State appropriations. This figure, $5,285,000, represents 3% of these school's State funds. With New Mexico's Indian population composing at least 10% of the state's population, by these figures it is easy to see that Native Americans are under-allocated and under-represented in New Mexico institutes of higher education.

To cite another example, in the 1983-84 school year, the State provided UNM's medical school with $16,232,000. Of this amount, however, not one penny went

towards education of Indians, in the medical professions, because there was not a single Native American enrolled in the UNM School of Medicine. We feel this is a deplorable situation when one considers the basic and profound health problems facing this nation's and state's Indian people.

Indian student enrollment in the state's universities and colleges is far below its potential and the levels needed to prepare our Indian citizens for assuming their rightful positions of authority and importance in the affairs of the State and the business, civic, and social affairs of today's world. At UNM, for instance, in the 1983-84 school year, only 3.4% of the student body was Indian. At New Mexico State University, the figure was 2.8 percent, Eastern 1.7%, and at Highlands 2.7%. The State must undertake whatever programs and policies required to bring more Indian students into the higher education process, and to retain these students, we feel.

Likewise, the State must increase the number of Indians participating in the decision-making and policy-formulation of education in the State. It is a sad fact that there is not one single Indian on any board of regents for any college in New Mexico. From this level on down to primary education, greater involvement of Native Americans is a definite goal to be pursued.

Few areas of life are more significant to the future hopes and aspirations of Indian people than education. Therefore, in light of the concerns mentioned above and the overriding sense that major changes must be undertaken in the field of Indian higher education, we fully lend our support to the effort of this hearing: to improve the educational opportunities for Native Americans in higher education, to increase their representation on the bodies who create educational policy, to increase funding levels and the number of Indian students involved in the higher education process of the state.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

PUEBLO OF LAGUNA

Presenter: Victor Sarracino, Education Division Manager on behalf of Pueblo of Laguna, Laguna, New Mexico

The Pueblo of Laguna, view higher education and vocational training as a vital avenue toward economic self-sufficiency. Thus, without the financial support of both the Federal and State funds, it is impossible for the Pueblo to fulfill the aspirations of its people.

The Pueblo of Laguna, submits the following concerns, relevant to the Laguna students attending postsecondary institutions.

I. The Federal aid to Laguna Indian students, has tremendously decreased in higher education grants and vocational training grants. This is a deterrent toward economic self-sufficiency for the Laguna People.

To date, the state of New Mexico has not addressed the unique needs of the American Indian students in institutions of higher learning, yet it is one of the states in the nation, with a high percentage of American Indian students.

Thus, the Pueblo of Laguna, looks to the state of New Mexico, for financial support, in allocating state grants specifically for American Indian students attending the postsecondary institutions.

II. The administration of State, Federal and Tribal funds through the colleges, universities and vocational institution's financial aid offices is totally chaotic. The American Indian students contend with a vastly inefficient administrative system when obtaining their funds.

Thus, the state of New Mexico should assess the system to promote expedience.

III. The postsecondary institutions are incognizant of the diverse problems that the Laguna students and other American Indian students encounter, due to the lack of American Indian financial aid administrators.

Thus, the state of New Mexico, must provide a position for an American Indian financial aid administrator, who will focus solely on American Indian students, at postsecondary institutions which service large populations of American Indian students.

IV. The Pueblo of Laguna, has been fortunate to have several of its Laguna Teachers certified through the AIPC Teacher Training Program. However, without sufficient funds being channeled into that particular component, the Pueblo of Laguna, will no longer be able to benefit from a worthwhile program.

Thus, the state of New Mexico should incorporate the AIP Teacher Training Program into the University of New Mexico's budget to enhance the growth of Indian educators.

V. A vast array of highly technological employment entities exists within the state of New Mexico. However, the institutions of higher learning are unable to retain or provide services to those American Indian students who are pursuing majors in the technological, engineering, or science fields, and are anticipating to become part of the high-tech work force. The institutions are unable to provide the services, due to lack of or insufficient funds.

Thus, the state of New Mexico, should focus its attention toward providing each institution of higher learning with funds to establish or restore special programs such as NAPCOE, on the University of New Mexico campus. The Laguna students who had the opportunity to utilize the services of NAPCOE, or other programs of the same nature, demonstrate a crucial concern for the existence of such programs.

VI. Conclusively, it is with these concerns, that Pueblo of Laguna, entrusts the state of New Mexico to advocate a State Commission on American Indian Higher Education.

STATE INDIAN EDUCATION COUNCIL

Presenter: Ramos Sanchez, Chairperson
New Mexico State Indian Education Council

MAJOR CONCERNS AND RECOMMENDATIONS:

I. ACADEMIC HIGH SCHOOL PREPARATION

We are concerned about the inadequate lack of High School preparation that a large majority of Indian students have upon entering a post-secondary institution. Indian students are entering college with poor preparation in Basic Oral and Written English, Science and Math. Many freshman Indian students are put in Remedial English and Math classes in colleges. The amount of time spent in Remedial Instruction in college diminishes regular college instruction. Many Indian students leave in frustration because they are unable to cope with regular college academics due to an inadequate High School Curriculum.

II. POSTSECONDARY RECRUITMENT POLICIES

New Mexico's higher education institutions need to establish and regulate policies governing its recruitment policies of minority populations in the state. New Mexico higher education institutions should establish special recruitment policies and procedures to address the unique populations it serves.

III. POSTSECONDARY RETENTION POLICIES

New Mexico institutions have to address the special problems of retention of New Mexico's Native American students. Institutions have to establish unique and encouraging policies and procedures for keeping Native American students in school. The drop-out rate for Native American students is exceedingly high at the end of the first year of college. Higher Education institutions have to go out of their way to encourage and keep Native Americans in school to completion.

IV. NATIONAL TEACHER EXAM

We are concerned with the high failure rate of potential Native American teachers taking the test. There is a great need for Indian teachers in New Mexico and the National Teacher Exam is discouraging this need. It is a recommendation that there be an analysis of the NTE relative to minority populations with English as their second language.

ALL-INDIAN PUEBLO COUNCIL, INC.

Presenter: Charles Tafoya, Director for Scholarships
All-Indian Pueblo Council, Inc. - Albuquerque, NM

The All Indian Pueblo Council is submitting this brief testimony of concerns and recommendations for consideration.

Concern #1:
The need for an American Indian on the Board of Regents at a State New Mexico College or University where there is a large enrollment of American Indian Students. The Council feels that this person can be an advocate for the American Indian Student and provide the much needed support, guidance, and inspiration that such a position of prestige can foster.

Recommendation:
Tribal leaders and members of this Board urge the Governor of the State of New Mexico to seriously consider the appointment of an American Indian.

Concern #2:
Need for continual state financial support of American Indian Programs and Native American Programs that now exist at the State Institutions, such as the American Indian Program, at New Mexico State University, Native American Studies Program at the University of New Mexico, Native American Minerals Engineering and Science Program at New Mexico Institute that provide career opportunities, student services, retention programs, and counseling programs. Furthermore, the Council supports the need to develop new positions or programs where a high enrollment of American Indians exists.

Recommendation:
That universities and colleges with existing American Indian Programs be provided the necessary financial and personnel assistance to continue present support services on campus. Those colleges and universities without such programs be made aware of the need to develop a support system to provide our American Indian students and other minorities with the necessary information and program services to survive the Academic and Social environment of the states universities and colleges.

The responsibility of the existing programs and the development of such programs should be included in the annual budget of the state colleges and universities.

Concern #3:

Communication between the various Tribal Scholarship and the State University and College Student Financial Aid Office is very vital in the development of funding packages for the American Indian Student. Communications with the Financial Aid Officer now does exist and at some universities and colleges a contact person has been designated, who specifically assists American Indian Students, however, the Tribal Programs and Financial Aid personnel are not adequately communicating to solve some of the problems that exist. (Needs Analysis, funds disbursement, Tribal requirements, books/supplies).

Recommendation:

Both the Tribal Programs and the New Mexico Financial Aids Association need to be active in each others organization or programs. The Tribal Programs should take the initiative and become actively involved in the State Association and the State Association extend an invitation to those Tribal Programs who have not been active in the past to participate. Association meetings are excellent times to raise issues and resolve problems. One other recommendation is at a college or university where no person is designated to assist Tribal Programs that a person be so assigned.

In conclusion, All Indian Pueblo Council will actively seek the increased employment of American Indian Professionals at the New Mexico Institutions of Higher Education and support the findings and recommendations of the various committees that have made presentations before this Board.

RECOMMENDATIONS

TO THE GOVERNOR AND EXECUTIVE BRANCH:

Recommendation Number One:
That Governor Toney Anaya reissue Executive Order 81-45, of the previous administration, requiring affirmative action plans of state agencies and urging similar plans for each of New Mexico's higher education institutions.

Recommendation Number Two:
That the Governor appoint Native Americans to serve on the Board of Regents at New Mexico higher education institutions as vacancies arise.

Recommendation Number Three:
That the state sponsor an annual state-wide symposium on curriculum and other higher education concerns for the purpose of bringing together tribe, students, institutions and various agencies to discuss and plan out ways to meet Indian higher education concerns. The first symposium to take place in 1985.

TO THE LEGISLATURE:

Recommendation Number Four:
That the legislature establish and fund a commission on Native American Higher Education in New Mexico within the next six months.

Recommendation Number Five:
That sufficient funding be provided to support recruitment and retention of Native American students in higher education.

Recommendation Number Six:
Improve support of work-study, internships, co-ops, and other student financial aids in higher education through the provision of new graduate fellowships. Also funding of new undergraduate merit scholarships for Native Americans.

Recommendation Number Seven:
That a new system of undergraduate and graduate fellowships for Native Americans be established.

Recommendation Number Eight:
That the institutions of higher learning be given state funding sources to meet the needs in planning, establishing and implementing Basic Adult Education programs.

TO THE LEGISLATURE AND BOARD OF EDUCATIONAL FINANCE:

Recommendation Number Nine:
That the Board of Educational Finance overhaul the funding formula to include undergraduate programs which serve Indian students.

Recommendation Number Ten:
That the Board of Educational Finance funding formula be changed to facilitate summer and off-campus instruction.

Recommendation Number Eleven:
That the Board of Educational Finance act as an advocate for higher education for Native Americans.

Recommendation Number Twelve:
That there be equal distribution of state educational funds and federal flow through monies specifically for, but not limited to, vocational education and adult education programs. This would include programs that are operated by tribes and Indian organizations.

Recommendation Number Thirteen:
That an alternative delivery system for higher education be considered, specifically television programming for credit and as part of a coherent degree-oriented program to be directed at on-site students on reservations or in rural areas.

TO THE BOARD OF EDUCATIONAL FINANCE:

Recommendation Number Fourteen:
That the Board of Educational Finance continue its efforts toward a greater degree of articulation--transfer of course credit--between the various higher education institutions in the state.

TO THE INSTITUTIONS OF HIGHER LEARNING

Recommendation Number Fifteen:
That in-service programs be provided for the improvement of teaching quality.

Recommendation Number Sixteen:
That regular teacher evaluations be conducted to include input from students and peers.

Recommendation Number Seventeen:
That program reviews be undertaken in all institutions of higher education in order to assess their current offerings, design and implement necessary programs.

Recommendation Number Eighteen:

That each institution establish an "Affirmative Action Council," made up of faculty, staff, and administration members and that each academic department and administrative division within each institution establish annual affirmative action goals, based upon a carefully analyzed and fully updated "pool" of women and minorities available for employment. The Council should review employment, promotion, tenure, and termination decisions. Annually, each department and division should make a report on affirmative action results, not just efforts and forward these reports--and any grievances filed--to the Governor, annually.

Recommendation Number Nineteen:

That professional career development programs be offered in a similar capacity and scope as the Navajo Teacher Education Program previously offered at the University of New Mexico. (Prospective teachers received college courses in their respective communities subsequently remained there teaching after graduating with a Bachelor's degree.)

Recommendation Number Twenty:
That college survival programs and compensatory curriculum courses in math, science, and English be funded at the freshmen level to counter and reduce the significant numbers of students who drop out at the freshmen year as a result of poor academic performance.

Recommendation Number Twenty-one:
That institutions assess their current offerings, in such a way as to review professional course offerings and seek various Indian professionals to serve in advisory roles to ultimately strike a balance in the constructive delivery of classes preparing students for employment placement both on and off reservation settings.

TO THE STATE BOARD OF EDUCATION AND INSTITUTIONS OF HIGHER LEARNING

Recommendation Number Twenty-two:
That the state teachers' proficiency exam be revised to more accurately reflect the real knowledge and skills of the Native American teachers. This action would help to increase the number of Native American teachers and professors.

TO THE STATE BOARD OF EDUCATION

Recommendation Number Twenty-three:
That the State Department of Vocational Education study and determine the distribution of Vocational Education Funds in terms of Indian populations, services and occupations. This study should include tribal entity vocational schools such as the Navajo Skill Center at Crownpoint, New Mexico.

Recommendation Number Twenty-four:
That State Vocational "special needs programs" and services provide supplementary and remedial instruction, particularly in basic skills that will enable American Indian Students to succeed in vocational education programs.

APPENDIX A

List of Committees, Chairperson and Committee Members

NEW MEXICO NATIVE AMERICAN HIGHER EDUCATION COMMITTEE
STEERING COMMITTEE

Lucille Stilwell, Director
Native American Student Services
1812 Las Lomas NE
University of New Mexico
Albuquerque, NM 87131
(505) 277-3917

Lena Castillo
Financial Management Specialist
Board of Educational Finance-NM
1068 Cerrillos Road
Santa Fe, NM 87501
(505) 827-8300

Rena Salazar, Director
State Department of Education
State Capitol Complex
De Vargas and Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6679

Cynthia Begay, Student Intern
Native American Student Services
1812 Las Lomas, NE
University of New Mexico
Albuquerque, NM 87131
(505) 277-3918

STUDENT SERVICES COMMITTEE

Jo Ann Sarracino, Chairperson, NM Inst. of Mining & Tech., Socorro, 87801
Josephine Lefthand, Dir., Jicarilla Higher Ed., P. O. Box 507, Dulce, 87528
Lucille Stilwell, Dir., Native American Stu.Services., UNM, Albuquerque, 87131
Barbara Hobson, Career Counselor, Career Planning & Placement, Student Services Center, Rm. 220 - UNM, Albuquerque, NM 87131
Rebecca Ortega, Counselor, Sp. Svcs., U of A, Albuquerque, 87140
Allen Riley, Counselor Native American Prog.,Box 4188, NMSU-Las Cruces, 88003
Rena Salazar, Dir., NM Ed. Dept., Santa Fe, 87501

CURRICULUM/ACADEMIC COMMITTEE

Dr. Joseph Suina, Chairperson, College of Santa Fe
Burt Shirley, Student, 309 Dunes Place, SE-Apt 2, Albuquerque 87123
Penny Bird, Instructor, 1812 Las Lomas, UNM-Albuquerque, NM 87131
D.C. Cole, College of Santa Fe, Santa Fe, 87501
Steve LaBoueff, Student, Box 1807, Espanola, 87532
Merton Sandoval, Counselor,Jicarilla Higher Ed.,P.O. Box 507, Mescalero,87340

OFF-CAMPUS TRAINING COMMITTEE

David C. Cole, Chairperson, College of Santa Fe, Santa Fe, 87501
Joe Suina, College of Ed., UNM - Albuquerque, 87131
Clarence Buurma, Dir. Mescalero Higher Ed., P.O.Box 176, Mescalero, 87340

FINANCIAL AID COMMITTEE

Lorraine Edmo, Chairperson, American Indian Scholarship
Vivian Brewster, Dir., Laguna Higher Ed. P.O. Box 194, Laguna, 87026
Reggie Rodriguez, Dir., BIA Higher Ed., P.O.Box 8327, Albuquerque 87198
Cynthia Begay, Student, c/o Native American Stu.Services-UNM,Albuq. 87131

COMMUNITY COLLEGES AND TECHNICAL SCHOOLS COMMITTEE

Cynthia Begay, Co-Chairperson, University of New Mexico
Ed Lawrence, Co-Chairperson, Navajo Skill Ctr., Drawer K, Crownpoint, 87313
Laverne Chiscilly, UNM-Gallup, Gallup, 87301
Karl Zaffke, San Juan College 4601 College Blvd., Farmington, 87401
Timothy Benally, NCC, Shiprock Branch, P.O. Box 580,Shiprock, 87420
Nora Hunter, T-VI, 525 Buena Vista SE, Albuq. 87106
Cornell Pewewardy, SIPI, P.O. Box 10146, Albuq. 87420
John Pacheco, SFCC, P.O. Box 4887, Santa Fe, 87502

TRIBAL EDUCATION CONCERNS COMMITTEE

Lila Bird, Chairperson, University of New Mexico
Reggie Rodriguez, Dir., BIA Higher Ed., P.O. Box 8327, Albuquerque 87198
Merton Sandoval, Counselor Jicarilla Higher Ed.,P.O. Box 507, Dulce 87528
Burt Shirley, Student, 309 Dones Pl.,SE - Apt. 2, Albuquerque 87123
Grace Fourkiller, Counselor,Navajo Higher Ed.-Drawer S, Window Rock,AZ 86515
Alberta Mariano, JOM Acoma, P.O.Box 307, Acoma, 87034
Toby Perea, NMEOC, Box 1100, Bernalillo 87004
Steve Wall, P.O. Box 40217, Albuquerque, 87196

STATE AND FEDERAL ROLE IN NATIVE AMERICAN HIGHER EDUCATION COMMITTEE

Ron Martinez, Chairperson, Office of Indian Affairs, La Villa Rivera Bldg., 224 East Palace Avenue, Santa Fe, NM 87501
Steve LaBoueff, Student, Box 1807, Espanola, 87532
Lila Bird, Dir.,NAPCOE, UNM - Farris 345, Albuquerque, 87131
Steve Wall, Instructor, P.O. Box 40217, Albuquerque, 87196
Butch O'Neil, Navajo Skill Center, Drawer K, Crownpoint 87313

PUBLIC RELATIONS AND COMMUNITY AWARENESS COMMITTEE

Steve LaBoueff, Chairperson, Santa Fe
Lorraine Edmo, Dir. American Indian Schl. 335 Jefferson,SE-Albuq. 87108

AFFIRMATIVE ACTION COMMITTEE

Betty Yabeny, Chairperson, Principal-BIA Elem. Schl., Shiprock 87420
Lucille Stilwell, Dir. Native American Student Services, UNM-Albuq. 87131
Bernie Sanchez, Dir. Affirmative Action - UNM-Albuq. 87131
Marlin Mann, Faculty Mbr., College of Ed. - UNM-Albuq. 87131

APPENDICES B & C

B - Public Hearing Agenda

C - House Memorial 28

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AGENDA
ITEM 4
9/21/84

Agenda

Public Hearing on Native American
Higher Education Issues (HM 28)

INVOCATION:	Billie Rogers	
OPENING REMARKS	Lena Castillo	
INTRODUCTION:	Ted F. Martinez	
KEYNOTE ADDRESSES:	Lt. Governor Mike Runnels Chairman Peterson Zah Chairman Delfin Lovato Governor Chauncey Simplicio	
COMMITTEE TESTIMONY:	Curriculum/Academic	Don Kelly
	Off-Campus Training	D.C. Cole
	Financial Aid	Lorraine Edmo
	Student Services	JoAnn Sarracino
	Student Concerns	Bernadette Chatto
	Community Colleges and Technical Schools	Ed Lawrence
	Affirmative Action	Betty Yabeny
	State and Federal Role in Native American Higher Edu.	Ron Martinez
	Public Relations and Community Awareness	Steve LaBoueff
	Tribal Education Concerns	Lila Bird

INSTITUTION REPRESENTAITVE TESTIMONY:

Public Institutions:			Will Testify
1.	University of New Mexico	Provost Hull & Karen Glazer	yes
2.	New Mexico State University	Peggy Elder & Harry Lujan	yes
3.	Eastern New Mexico University	Gerry Quisenberry	yes
4.	Western New Mexico University	Mervyn L. Cadwallader	yes
5.	New Mexico Highlands University	Leonard Oyenque	no
6.	NM Institute of Mining & Tech	Gary Olsen	yes
7.	UNM-Gallup	John Phillips	yes
8.	UNM-Los Alamos	Virginia Higbie	no
9.	UNM-Valencia	Omero Suarez	no
10.	NMSU-Dona Ana	Wade Fredrickson	no
11.	NMSU-Alamogordo	Charles Reidlilnger	no
12.	NMSU-Carlsbad	Shelton Marlow	no
13.	NMSU-Grants	Donnie Gonzalez	no
14.	ENMU-Clovis	Jim Turner	no
15.	ENMU-Roswell	Bob Bell	no
16.	New Mexico Military Institute	Ken Willis	no
17.	Northern NM Community College	Connie Valdez	yes
18.	New Mexico Junior College	Steve Maier	no
19.	San Juan College	James Henderson	yes
20.	Santa Fe Community College	_____	no

			Will Testify
Vocational and Technical Schools:			
21.	Albuquerque T-VI	Dave Smoker & Nora Hunter	no
22.	Luna T-VI	Representative Sam Vigil & Lawrence Pino	no
23.	Tucumcari Area Vocational School	_____	no
Private Four-Year Colleges and Universities:			
24.	College of Santa Fe	D.C. Cole	no
25.	College of the Southwest	_____	no
26.	St. John's College	_____	no
27.	University of Albuquerque	David Vargas	yes
Native American, Postsecondary Institution:			
28.	Navajo Community College	MacArthur Norton	yes
29.	Southwest Ind. Polytechnic Institute	Bob Martin	yes
30.	Inst. of American Indian Arts	_____	no
31.	Navajo Skill Center	Butch O'Neal	yes

INDIVIDUAL TESTIMONY:

Student, UNM	Steve LaBoueff	yes
Coordinator of NAEP, UNM	Lila Bird	yes
Navajo Education Committee	David Tsosie	yes
Navajo Higher Education	Richard Mike	yes
Santo Domingo Pueblo	Benny Starr	yes
Mescalero	Clarence Buurman	yes
Albuquerque Public Schools	Darva Chino	yes
Albuquerque Indian Edu. Parent Council	Ki Tecumseh	yes
UNM American Indian Law School	Sam Deloria	yes
Office of Indian Affairs	Ron Martinez	yes
Laguna Pueblo	Victor Sarracino	yes
American Indian Education Advisory Board	Ramos Sanchez	yes

OTHER INDIVIDUAL TESTIMONY:

The Legislature

of the

State of New Mexico

36TH Legislature, 2ND Session

LAWS 1984

CHAPTER _____

HOUSE MEMORIAL 28, AS AMENDED

Introduced by

REPRESENTATIVE JUDITH A. PRATT AND REPRESENTATIVE NICK L. SALAZAR
AND REPRESENTATIVE TOBY MICHAEL
REPRESENTATIVE JIM L. GONZALES
REPRESENTATIVE ROBERT W. JOHNSON
REPRESENTATIVE ROBERT M. HAWK
REPRESENTATIVE LEO C. WATCHMAN
REPRESENTATIVE RICHARD J. KLOEPPEL, JR.
REPRESENTATIVE THOMAS E. ATCITTY
REPRESENTATIVE GEORGE E. [illegible]
REPRESENTATIVE ALFONSO "AL" OTERO
REPRESENTATIVE MARY TUCKER
REPRESENTATIVE SAMUEL F. VIGIL
REPRESENTATIVE MURRAY RYAN
REPRESENTATIVE EDWARD C. SANDOVAL

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A MEMORIAL

REQUESTING THE BOARD OF EDUCATIONAL FINANCE TO STUDY THE STATE ROLE IN NATIVE AMERICAN HIGHER EDUCATION AND TO HOLD A PUBLIC HEARING ON NATIVE AMERICAN HIGHER EDUCATION ISSUES.

WHEREAS, many voices and views need to be heard if the state of New Mexico is to assure that its post-secondary educational institutions are meeting the needs of native American students; and

WHEREAS, there is concern among native American leaders that the state of New Mexico needs to make a greater commitment to meeting the academic needs, as well as supporting the vocational and technical needs, of native American students; and

WHEREAS, there is a need to establish formal lines of communication between native American tribes and the boards of regents and governing bodies of New Mexico's post-secondary educational institutions; and

WHEREAS, specific private and federally funded programs, such as those at the university of New Mexico and New Mexico state university designed to meet the academic needs and encourage retention of native Americans in such courses of study as engineering and teaching, are in danger of being discontinued without greater university support or state funding; and

WHEREAS, there is a need to review affirmative action practices at the state's post-secondary educational institutions to assure that discrimination in hiring native Americans does not exist at any

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level; and

WHEREAS, these and many other issues need public discussion and study if the state is to determine its role in native American higher education;

NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE STATE OF NEW MEXICO that it requests the board of educational finance to study the state's role in native American higher education and to hold a public hearing on native American higher education issues by October 1, 1984, encouraging statewide participation from tribal leaders, post-secondary educational institution officials, state officials, students, instructors, teachers, professors and educational administrators and the public; and

BE IT FURTHER RESOLVED that the board of educational finance is requested to report its findings from the public hearing and its own study of the state's role in native American higher education to the first session of the thirty-seventh legislature; and

BE IT FURTHER RESOLVED that a copy of this memorial be transmitted to the board of educational finance, the boards of regents and governing bodies of every post-secondary educational institution in New Mexico, all native American tribal leaders in New Mexico and the governor.

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APPENDIX D

Roster of Participants

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State of New Mexico
BOARD OF EDUCATIONAL FINANCE
Commission on Postsecondary Education
1068 Cerrillos Road
Santa Fe, New Mexico 87503

September 21, 1984
ROSTER

The Board of Educational Finance-Commission on Postsecondary Education met pursuant to call on Friday in Albuquerque. The Chairman, Robert Lydick, called the meeting to order at 9:10 a.m.

The following members were present: John T. Finger, District #1, Albuquerque; Larry Chavez, District #2, Albuquerque; Gale W. Doyel, District #3, Albuquerque; Pat M. Serna, District #4, Santa Fe; Rena Yazzie, District #5, Shiprock; Steve L. Strain, District #8, Roswell; Dolly Baker, District #10, Los Alamos; Robert Lydick, Member at Large, Clovis; Jay Siebens, Student Body President, New Mexico Institute of Mining and Technology; Ed Johnson, Student Body President, Eastern New Mexico University.

Members unable to attend were: Pete Sisneros, District #6, Silver City; Jane Trego, District #7, Las Cruces; and Julio Mireles, District #9, Hobbs.

Chairman Lydick noted that a quorum was present and proceeded with the meeting. Present were:

Ted Martinez, Executive Secretary, Sigfredo Maestas, Associate Executive Secretary for Academics, Lena Castillo, Financial Management Consultant, and Roberta Gallegos, Office Manager, were present throughout the meeting. Also present for all or part of the meeting were: BEF Staff: Porfirio Diaz, Planner/Director and Nancy Schilling, Graduate Intern; University of New Mexico: John Perovich, President, William Weeks, Executive Assistant to the President, John Whiteside, Associate Director of Student Aid, James Wiegmann, Budget Director, Sandra Lomax, Administrative Coordinator, Arnett Garcia, Program Specialist, School of Medicine, Karen Glaser, Dean of Students, Barbara Hobson, Counselor, Fred Harris, Professor, Ted Jojola, Director of Native American Studies, Gerald Gallant, Native American Studies, Dan Chavez, Director, College Enrichment Program, Bill Johnson, Administrator, UNM Hospital, J. Loren Pitcher, UNM Hospital, Lila Bird, Coordinator, Don Kelly, Professor, Marlis Mann, Associate Professor, College of Education, Eulynda Toledo, Indian Education, Stephen LaBoueff, Graduate Student, John Schoeppner, President, ASUNM, Sandra Garnanez, Student, Burt Shirley, Student, Polly Turner, Faculty Senate President, Sharlene Begay, ASUNM Lobby Chair Bernadette Chato, Student, ; Gallup Branch: John Phillips, Director, Thaddeus Cunejo, Student, Anna M. Rondon, Student; Los Alamos Branch: Virginia C. Higbie, Interim Director; New Mexico State University: Harry A. Lujan, A.I.P. Director, Peggy Elder, Vice President, Student AFF; Alamogordo Branch: Charles Reidlinger, Director, Marjorie Vallejos, Assistant Director; Dona Ana Branch: Wade Fredrickson, Associate Director; Eastern New Mexico University: Robert Matheny, President, Eugene H. Bergman, Vice President for Finance, Bill D. Engman, Vice President for Academic

Affairs, Gerry Quisenberry, Counselor, Joe O. Armijo, Board of Regents; Clovis Branch: Jim Turner, Business Manager; Western New Mexico University: Mervyn L. Cadwallader, President, Richard Lawyer, Comptroller, Lorraine P. Gutierrez, Board of Regents; New Mexico Institute of Mining and Technology: Laurence H. Lattman, President, Carl Popp, Director of Academic Affairs, Gary R. Olsen, Dean of Students, Bill Bradley, Div. Dev., Betsy Yost, Assistant Dean of Students, Donald W. Morris, Board of Regents; New Mexico Military Institute: Ken Willis, Chairman of Humanities; New Mexico Junior College: Steve Maier, Dean; San Juan College: James Henderson, President, Bob Huddleston, Associate Dean, Kim Ellertson, Dean of Fiscal Affairs; Northern New Mexico Community College: Connie Valdez, Interim President, Frank Carrasco, Vice President for Instruction, Lalo Serna, Vice President for Finance and Administration, Toby Perea, Counselor, Jerome Sandoval; College of Santa Fe: D. C. Cole; Albuquerque Technical-Vocational Institute: Louis E. Saavedra, President, Dave Coker, Director of Institutional Planning, Nora Hunter, Instructor; University of Albuquerque: David A. Vargas, Office of Development; New Mexico Society of Professional Engineers: Kate Warder, Executive Director; AIHEC: Rebecca Ortega; AIPC: Gil Pena, Vice-Chairman, Patricia Herrera; Office of Indian Affairs: Ron Martinez, Tribal Liaison Officer, Daniel Gibson, Information Specialist; RNSB, Inc.: Clara C. Begay, Coordinator of Scholarships; Southwest Indian Polytechnic Institute: Cornell Pewewardy; Navajo Community College: James M. Tutt, MacArthur Norton, Vice President for Academic Affairs; Navajo Skill Center: Butch O'Neal, President, Ed Lawrence; Acoma: Alberta Mariano; Canoncito: Leon Secatero; Laguna: Lucille E. Hooper, Frank Siow, Joe Shunkamolah, Rebecca Lowry, Vivian L. Brewster, Malcolm Pedro, Gilbert A. Pacheco, Harold E. Lockwood, Patricia Pacheco; Mescalero: Clarence Buurma; Navajo: Richard Mike, James T. Nahkai, Jr., Grace M. Tourkiller, Jim Sam, David T. Tsosie; Shiprock: Betty Yabeny, Wilfred Billey; Zia: Jimmy Shendo; Santo Domingo: Benny Starr, D. Chama; Albuquerque Public Schools: Darva Chino-Randolph, Ki Tecumseh; Bloomfield Schools: Irma W. Arellano, Director of Federal Programs; Dulce Schools: Louis A. Lynch; Los Lunas Schools: Carmel Abeita, Terry Salazar; Farmington Public Schools: Arlene Kirstine; Santo Domingo Public Schools: Benjamin Atencio, Assistant Principal; State Department of Education: Rena Salazar, Director, Indian Education Division; Lorraine Edmo, American Indian Scholarships; and Santa Fe Indian School: Joe Abeyta, Superintendent.

Members of the press were present for various parts of the meeting.

APPENDIX E

Assessment of In-State Tuition Rates

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Board of Educational Finance
Commission on Postsecondary Education —

...ta Cervantes Road
... New Mexico 87501-4295

Area Code 505
827-6300

NEW MEXICO
CERTIFICATION FOR NAVAJO STUDENTS RESIDING ON THE NAVAJO RESERVATION FOR ASSESSMENT OF IN-STATE TUITION RATES

PART I. STATEMENT OF NAVAJO STUDENT (TO BE COMPLETED BY STUDENT).

I _____ having been duly sworn, state that I am an enrolled member of the Navajo Tribe. That I reside within the interior boundaries of the Navajo Reservation. I plan to attend:

_____

_____

_____

or the BIA Employment Assistance Program.

I hereby grant my permission for the Navajo Department of Higher Education to divulge any required information regarding my tribal affiliation. I further certify that all the statements made above are true, complete, and correct to the best of my knowledge and belief, and are made in good faith and under penalty of perjury.

SIGNATURE_____ CENSUS NUMBER_____

SOCIAL SECURITY NUMBER_____

...scribed and sworn to before me this _____ day of _____, 19 ____.

_____ _____
Commission Expires Notary Public

~~(STUDENT: MAIL THIS FORM TO THE NAVAJO DEPARTMENT OF HIGHER EDUCATION, THE NAVAJO NATION, P. O. DRAWER 5, WINDOW ROCK, AZ 86515)~~

PART II. - CERTIFICATION OF STUDENT RESIDENCE, TO BE COMPLETED BY NAVAJO DEPARTMENT OF HIGHER EDUCATION.

The above student is an enrolled member of the Navajo Tribe and the student lives on the Navajo Reservation.

SIGNATURE_____ DATE_____

TITLE_____

(...MAIL THIS FORM TO THE NM INSTITUTION INDICATED ABOVE, IN CARE OF THE ...SSION'S OFFICE.)

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APPENDIX F

Survey Forms (3)

NATIVE AMERICAN HIGHER EDUCATION STUDY

DIRECTIONS: Do not list your name and address.
Please fill the survey form as completely as possible. RETURN DATE: 8/7/84

I. PERSONAL DATA

Sex ____ Age _____ Tribal Affiliation _____

Marital Status _____ No. of Dependents _____

College/University/Voc-Tech Institution Presently Attending or Attended _____

Major/Minor or Degree(s) or Certificates _____

II. STUDENT SERVICES

Please indicate the student services you have utilized and the quality of the service.

	EXCELLENT	GOOD	POOR	OTHER COMMENTS
A. __Native American Studies				
B. __Special Student Services				
C. __Counseling Center				
D. __Study Skills Center				
E. __Financial Aids				
F. __Student Health Center				
G. __Cafeteria Services				
H. __Housing :				
___on-campus				
___off-campus				
PROGRAMS:				
I. ___Orientation Program: New Student Freshmen & Transfer				
J. ___Academic Advising:				
____Tutorial Services				
____Study Skills				
____Developmental Studies (i.e., Eng. 100, Math 100)				
K. ___Personal Counseling				
___Peer Counseling				
___Professional Counseling				
L. Career Planning & Placement:				
___Choosing a Major/Minor				
___Resume Writing				
___Interviewing Techniques				
___Job Search/Employment/Job				

III. HIGH SCHOOL PREPARATION

A. High School Attended _____

B. Do you feel your high school adequately prepared you for post-secondary training and/or education? _____Yes ____No

C. Rate your high school courses:

	EXCELLENT	GOOD	POOR	OTHER COMMENTS
ENGLISH				
MATH				
SCIENCE				

IV. FAMILY AND COMMUNITY SUPPORT: Receive family financial support. ___Yes ____No

Receive family encouragement in postsecondary educational plans. ___YES ____NO

Do you think your degree/certificate will be applicable to your community? ___YES ___NO

TRIBAL SCHOLARSHIP PROGRAM SURVEY FORM being conducted by the STUDENT SERVICES COMMITTEE

Directions: Please indicate your impression of the student services at New Mexico Institutions of Higher Education. Use the 1 to 5 rating, with 1 being Excellent and 5 Poor.

NM Institutions:	UNM	UNM GAL	NMSU	NMSU GRAN	ENMU	WNMU	TECH	NMHU	CSF	UOA	TVI	NNMCC	SJC	NMJC	ENMU Roswell
1. Native American Studies Programs Students															
2. Special Student Services															
3. Counseling Center Services															
4. Study Skills Center															
5. Orientation Programs Freshmen, New Student, Transfer															
6. Academic Advising Course selection															
7. Tutoring Services															
8. Developmental Studies English 100, Math 100, etc.															
9. Personal Counseling															
10. Peer Counseling															
11. Professional Counseling															
12. Career Planning & Placement															
13. Advising on Choosing a Major/Degree															
14. Resume Writing															
15. Job Interview Techniques or Assistance															
16. Job Search/Employment Parttime & Permanent															

Please Feel Free to List any other concerns not listed and indicate institutions.

The committee members sincerely appreciate your time and cooperation in completing this form.
Please return to: JoAnn Sarracino as soon as possible or by September 7,1984.
Special Services
NM Tech - CS 3527
Socorro, NM 87801

DESIGNING STRATEGIES TO INCREASE NATIVE AMERICAN
STUDENT RETENTION

OPINIONNAIRE

Instructions: In order to develop effective strategies to increase Native American student retention, it is imperative that you answer each question openly and honestly.

AREA I: YOUR INSTITUTION AND NATIVE AMERICAN STUDENTS

1. Number of Native American students currently enrolled:_____.

2. Percent of total student population: _____%.

3. Number Native American faculty persons:_____Administrators:_____.

4. List any programs or services currently in progress at your institution designed to increase Native American student retention:

5. Your evaluation of the overall management of the program(s) listed above:

1	2	3	4	5
Exemplary		Needs Improving		Poorly Managed, Ineffective

6. Your evaluation of the overall effectiveness of the program (s) listed above:

1	2	3	4	5
Extremely Effective Meets Institutional & Student Needs		Marginally Effect. Could Be Better		In NO WAY Effective

7. Your evaluation of Native American students' utilization of the programs lsited above:

1	2	3	4	5
Heavily Utilzed		Could/Should Be be Utilized More		Not Utilized at All

AREA II: NATIVE AMERICAN STUDENT RECRUITMENT EFFORTS

8. Does your institution recruit Native American students?_____.

9. To what extent does your institution recruits these students:

1	2	3	4	5
Aggressively w/Commitment		Only under Certain Circumstances		Not At All

16. Your professional level of committment to increasing Native American student retention is:

1	2	3	4	5
Highly Committed		Marginally Committed		Not Committed at All

17. My contact with Native American students is usually:

1	2	3	4	5
Initiated by Me (Always)		Sometimes initiated by me		Never Initiated by Me

18. In my opinion, the quality of this contact is usually:

1	2	3	4	5
Very Positive/Helpful		Sometimes Positive		Always a Negative Experience both myself and the student

19. Three ways that I could improve the quality of contacts with Native American students would be:

1.

2.

3.

20. I am willing _____not willing to make the efforts I outlined in #19.

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APPENDIX G

Retention Tactics for Native American Students (2)

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RETENTION TACTICS FOR NATIVE AMERICAN STUDENTS

Strategy	Target Market	Needs Assessment	Tactics
Product	First time N.A. students	Student attrition is highest first term	Identify high risk students by mid-point grades
	First time N.A. students	High attrition occurs when career goals are not clearly identified	Implement career-oriented courses during freshman year
	Beginning math and science students	N.A. students are unprepared in the hard sciences	Add suggested study time to syllabi and provide tutorial services
Place	N.A. students unable to attend main campus	Total population in Shiprock is over 10,000	Develop off-campus courses in Shiprock in general education
Price	Currently enrolled minority students	The average annual family income for most Native Americans is between $0 - $1,500	Send application and information about financial aid to all currently enrolled students

	Current N.A. students	Many N.A. students could qualify for tribal or BIA scholarships	Assist N.A. students in locating all possible resources for scholarships
Promotion	New incoming N.A. students	Most N.A. students are first in their families to attend college	Develop orientation program for the parents and N.A. student
	New incoming N.A. student	Most N.A. students are undecided as to their college choice	Identify high school seniors with high GPA's and award scholarships
	New incoming N.A. student	Most N.A. students need information, support, service, and advice	Develop a Native American Center
	Current faculty and staff	Most faculty and staff do not understand how to deal more effectively with N.A. students	Conduct institutional workshop on cultural needs of N.A. students

APPENDIX H

Informational

Student Sex & Ethnic Distribution by Institution and Year
1973-1983

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APPENDIX I

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INSTITUTION: NEW MEXICO INST OF MINING & TECH

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	298	24.8	309	23.2	301	23.3	315	23.0	309	22.8
	BLACK	3	0.2	8	0.6	8	0.6	5	0.4	2	0.1
	HISPANIC	40	3.3	43	3.2	38	2.9	37	2.7	39	2.9
	NATIVE AMERICAN	4	0.3	9	0.7	6	0.5	8	0.6	8	0.6
	ASIAN/PAC ISLAND	3	0.2	5	0.4	4	0.3	5	0.4	6	0.4
	NON-RESIDENT ALIEN	9	0.7	8	0.6	9	0.7	10	0.7	15	1.1
M	ANGLO	703	58.4	796	59.7	768	59.5	798	58.2	786	58.1
	BLACK	3	0.2	7	0.5	6	0.5	7	0.5	7	0.5
	HISPANIC	64	5.3	63	4.7	62	4.8	72	5.2	61	4.5
	NATIVE AMERICAN	4	0.3	8	0.6	9	0.7	12	0.9	12	0.9
	ASIAN/PAC ISLAND	17	1.4	18	1.0	17	1.3	19	1.4	15	1.1
	NON-RESIDENT ALIEN	56	4.7	64	4.8	63	4.9	81	5.9	94	6.9
	NO RESPONSE	.	.	.	.	.	.	3	0.2	.	.
SEX											
F		357	29.7	382	28.7	366	28.4	380	27.7	379	28.0
M		847	70.3	951	71.3	925	71.6	992	72.3	975	72.0

(CONTINUED)

STUDENT SEX AND ETHNIC DISIRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NEW MEXICO INST OF MINING & TECH

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ANGLO	1001	83.1	1105	82.9	1069	82.8	1113	81.1	1095	80.9
BLACK	6	0.5	15	1.1	14	1.1	12	0.9	9	0.7
HISPANIC	104	8.6	106	8.0	100	7.7	109	7.9	100	7.4
NATIVE AMERICAN	8	0.7	17	1.3	15	1.2	20	1.5	20	1.5
ASIAN/PAC ISLAND	20	1.7	18	1.4	21	1.6	24	1.7	21	1.6
NON-RESIDENT ALIEN	65	5.4	72	5.4	72	5.6	91	6.6	109	8.1
NO RESPONSE	.	.	.	.	.	.	3	0.2	.	.

INSTITUTION: NEW MEXICO STATE UNIVERSITY

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	3666	30.9	3913	31.7	3916	31.6	4100	32.8	4174	32.3
	BLACK	75	0.6	61	0.5	59	0.5	54	0.4	54	0.4
	HISPANIC	1418	12.0	1544	12.5	1535	12.4	1450	11.6	1545	12.0
	NATIVE AMERICAN	115	1.0	115	0.9	127	1.0	119	1.0	123	1.0
	ASIAN/PAC ISLAND	15	0.1	17	0.1	23	0.2	20	0.2	19	0.1
	NON-RESIDENT ALIEN	36	0.3	35	0.3	34	0.3	36	0.3	65	0.5
M	ANGLO	4350	36.7	4459	36.1	4478	36.1	4656	37.2	4713	36.5
	BLACK	117	1.0	110	0.9	105	0.8	83	0.7	95	0.7
	HISPANIC	1576	13.3	1611	13.0	1605	12.9	1498	12.0	1563	12.1
	NATIVE AMERICAN	133	1.1	125	1.0	122	1.0	104	0.8	117	0.9
	ASIAN/PAC ISLAND	37	0.3	42	0.3	34	0.3	34	0.3	38	0.3
	NON-RESIDENT ALIEN	326	2.7	315	2.6	373	3.0	358	2.9	420	3.2
SEX											
F		5325	44.9	5685	46.0	5694	45.9	5779	46.2	5980	46.3
M		6539	55.1	6662	54.0	6717	54.1	6733	53.8	6946	53.7
ETHNIC											
ANGLO		8016	67.6	8372	67.8	8394	67.6	8756	70.0	8887	68.8

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NEW MEXICO STATE UNIVERSITY

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	192	1.6	171	1.4	164	1.3	137	1.1	149	1.2
HISPANIC	2994	25.2	3155	25.6	3140	25.3	2948	23.6	3108	24.0
NATIVE AMERICAN	248	2.1	240	1.9	249	2.0	223	1.8	240	1.9
ASIAN/PAC ISLAND	52	0.4	59	0.5	57	0.5	54	0.4	57	0.4
NON-RESIDENT ALIEN	362	3.1	350	2.8	407	3.3	394	3.1	485	3.8

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: EASTERN NEW MEXICO UNIVERSITY

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	1480	40.1	1468	39.7	1489	39.6	1445	38.9	1423	38.0
	BLACK	89	2.4	84	2.3	98	2.6	84	2.3	85	2.3
	HISPANIC	263	7.1	269	7.3	298	7.9	286	7.7	298	8.0
	NATIVE AMERICAN	55	1.5	41	1.1	48	1.3	38	1.0	40	1.1
	ASIAN/PAC ISLAND	8	0.2	11	0.3	5	0.1	9	0.2	8	0.2
	NON-RESIDENT ALIEN	33	0.9	52	1.4	41	1.1	47	1.3	52	1.4
	NO RESPONSE	34	0.9	58	1.6	48	1.3	16	0.4	5	0.1
M	ANGLO	1243	33.6	1230	33.2	1259	33.5	1323	35.6	1329	35.5
	BLACK	118	3.2	114	3.1	100	2.7	100	2.7	102	2.7
	HISPANIC	198	5.4	219	5.9	240	6.4	241	6.5	269	7.2
	NATIVE AMERICAN	29	0.8	29	0.8	23	0.6	15	0.4	24	0.6
	ASIAN/PAC ISLAND	13	0.4	11	0.3	15	0.4	11	0.3	7	0.2
	NON-RESIDENT ALIEN	100	2.7	78	2.1	70	1.9	96	2.6	106	2.8
	NO RESPONSE	32	0.9	37	1.0	22	0.6	6	0.2	.	.
SEX											
F		1962	53.1	1983	53.6	2027	54.0	1925	51.8	1911	51.0
M		1733	46.9	1718	46.4	1729	46.0	1792	48.2	1837	49.0

(CONTINUED)

INSTITUTION: EASTERN NEW MEXICO UNIVERSITY

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ANGLO	2723	73.7	2698	72.9	2748	73.2	2768	74.5	2752	73.4
BLACK	207	5.6	198	5.3	198	5.3	184	5.0	187	5.0
HISPANIC	461	12.5	488	13.2	538	14.3	527	14.2	567	15.1
NATIVE AMERICAN	84	2.3	70	1.9	71	1.9	53	1.4	64	1.7
ASIAN/PAC ISLAND	21	0.6	22	0.6	20	0.5	20	0.5	15	0.4
NON-RESIDENT ALIEN	133	3.6	130	3.5	111	3.0	143	3.8	158	4.2
NO RESPONSE	66	1.8	95	2.6	70	1.9	22	0.6	5	0.1

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: WESTERN NEW MEXICO UNIVERSITY

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	548	35.0	509	34.2	440	30.1	418	26.6	511	28.5
	BLACK	12	0.8	9	0.6	20	1.4	8	0.5	16	0.9
	HISPANIC	326	20.8	307	20.6	293	20.0	330	21.0	381	21.2
	NATIVE AMERICAN	27	1.7	21	1.4	20	1.4	17	1.1	22	1.2
	ASIAN/PAC ISLAND	2	0.1	6	0.4	4	0.3	10	0.6	10	0.6
	NON-RESIDENT ALIEN	1	0.1	.	.	1	0.1	2	0.1	10	0.6
M	ANGLO	357	22.8	368	24.7	351	24.0	385	24.5	421	23.5
	BLACK	40	2.6	37	2.5	40	2.7	38	2.4	45	2.5
	HISPANIC	234	14.9	210	14.1	272	18.6	339	21.6	350	19.5
	NATIVE AMERICAN	14	0.9	14	0.9	15	1.0	15	1.0	12	0.7
	ASIAN/PAC ISLAND	3	0.2	6	0.4	4	0.3	7	0.4	4	0.2
	NON-RESIDENT ALIEN	2	0.1	2	0.1	3	0.2	1	0.1	11	0.6
SEX											
F		916	58.5	852	57.2	778	53.2	785	50.0	950	53.0
M		650	41.5	637	42.8	685	46.8	785	50.0	843	47.0
ETHNIC											
ANGLO		905	57.8	877	58.9	791	54.1	803	51.1	932	52.0

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: WESTERN NEW MEXICO UNIVERSITY

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	52	3.3	46	3.1	60	4.1	46	2.9	61	3.4
HISPANIC	560	35.8	517	34.7	565	38.6	669	42.6	731	40.8
NATIVE AMERICAN	41	2.6	35	2.4	35	2.4	32	2.0	34	1.9
ASIAN/PAC ISLAND	5	0.3	12	0.8	8	0.5	17	1.1	14	0.8
NON-RESIDENT ALIEN	3	0.2	2	0.1	4	0.3	3	0.2	21	1.2

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NEW MEXICO HIGHLANDS UNIVERSITY

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	145	6.5	84	3.8	236	10.7	261	11.3	260	11.2
	BLACK	3	0.1	4	0.2	5	0.2	10	0.4	16	0.7
	HISPANIC	558	25.1	385	17.4	812	36.7	903	39.2	896	38.5
	NATIVE AMERICAN	16	0.7	9	0.4	34	1.5	38	1.7	63	2.7
	ASIAN/PAC ISLAND	3	0.1	2	0.1	2	0.1	1	0.0	3	0.1
	NON-RESIDENT ALIEN	9	0.4	19	0.9	13	0.6	11	0.5	7	0.3
	NO RESPONSE	442	19.9	695	31.3	90	4.1	4	0.2	3	0.1
M	ANGLO	121	5.4	82	3.7	196	8.9	246	10.7	219	9.4
	BLACK	25	1.1	12	0.5	35	1.6	28	1.2	42	1.8
	HISPANIC	483	21.7	299	13.5	665	30.0	746	32.4	759	32.6
	NATIVE AMERICAN	13	0.6	6	0.3	12	0.5	20	0.9	28	1.2
	ASIAN/PAC ISLAND	.	.	.	.	8	0.4	14	0.6	7	0.3
	NON-RESIDENT ALIEN	30	1.4	28	1.3	20	0.9	17	0.7	23	1.0
	NO RESPONSE	374	16.8	593	26.7	86	3.9	4	0.2	2	0.1
SEX											
F		1176	52.9	1198	54.0	1192	53.8	1228	53.3	1248	53.6
M		1046	47.1	1020	46.0	1022	46.2	1075	46.7	1080	46.4

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NEW MEXICO HIGHLANDS UNIVERSITY

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ANGLO	266	12.0	166	7.5	432	19.5	507	22.0	479	20.6
BLACK	28	1.3	16	0.7	40	1.8	38	1.7	58	2.5
HISPANIC	1041	46.8	684	30.8	1477	66.7	1649	71.6	1655	71.1
NATIVE AMERICAN	29	1.3	15	0.7	46	2.1	58	2.5	91	3.9
ASIAN/PAC ISLAND	3	0.1	2	0.1	10	0.5	15	0.7	10	0.4
NON-RESIDENT ALIEN	39	1.8	47	2.1	33	1.5	28	1.2	30	1.3
NO RESPONSE	816	36.7	1288	58.1	176	7.9	8	0.3	5	0.2

STUDENT SEX AND ETHNIC DISIRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: LNMU ROSWELL

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	355	40.6	377	33.1	393	31.1	530	35.2	545	39.2
	BLACK	15	1.7	19	1.7	20	1.6	19	1.3	18	1.3
	HISPANIC	108	12.3	130	11.4	128	10.1	121	8.0	151	10.8
	NATIVE AMERICAN	7	0.8	7	0.6	.	.	6	0.4	5	0.4
	ASIAN/PAC ISLAND	5	0.6	4	0.4	2	0.2	6	0.4	3	0.2
	NON-RESIDENT ALIEN	1	0.1	.	.	1	0.1	1	0.1	2	0.1
	NO RESPONSE	10	1.1	5	0.4	12	1.0	1	0.1	.	.
M	ANGLO	248	28.3	401	35.2	505	40.0	621	41.2	477	34.3
	BLACK	9	1.0	15	1.3	15	1.2	15	1.0	12	0.9
	HISPANIC	98	11.2	159	13.9	165	13.1	161	10.7	161	11.6
	NATIVE AMERICAN	5	0.6	9	0.8	9	0.7	12	0.8	9	0.6
	ASIAN/PAC ISLAND	1	0.1	3	0.3	3	0.2	4	0.3	6	0.4
	NON-RESIDENT ALIEN	1	0.1	3	0.3	4	0.3	10	0.7	3	0.2
	NO RESPONSE	12	1.4	8	0.7	5	0.4	.	.	.	.
SEX											
F		501	57.3	542	47.5	556	44.1	684	45.4	724	52.0
M		374	42.7	598	52.5	706	55.9	823	54.6	668	48.0

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: ENMU ROSWELL

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ANGLO	603	68.9	778	68.2	898	71.2	1151	76.4	1022	73.4
BLACK	24	2.7	34	3.0	35	2.8	34	2.3	30	2.2
HISPANIC	206	23.5	289	25.4	293	23.2	282	18.7	312	22.4
NATIVE AMERICAN	12	1.4	16	1.4	9	0.7	18	1.2	14	1.0
ASIAN/PAC ISLAND	6	0.7	7	0.6	5	0.4	10	0.7	9	0.6
NON-RESIDENT ALIEN	2	0.2	3	0.3	5	0.4	11	0.7	5	0.4
NO RESPONSE	22	2.5	13	1.1	17	1.3	1	0.1	.	.

INSTITUTION: NMSU ALAMOGORDO

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	516	42.2	546	46.2	585	48.6	621	47.9	643	45.7
	BLACK	23	1.9	12	1.0	19	1.6	15	1.2	19	1.3
	HISPANIC	100	8.2	91	7.7	92	7.6	87	6.7	105	7.5
	NATIVE AMERICAN	30	2.5	20	1.7	8	0.7	6	0.5	15	1.1
	ASIAN/PAC ISLAND	2	0.2	6	0.5	7	0.6	3	0.2	5	0.4
	NON-RESIDENT ALIEN	1	0.1	1	0.1	.	.	.	.	.	.
M	ANGLO	434	35.5	416	35.2	390	32.4	483	37.3	524	37.2
	BLACK	15	1.2	13	1.1	13	1.1	14	1.1	23	1.6
	HISPANIC	85	7.0	68	5.7	72	6.0	56	4.3	63	4.5
	NATIVE AMERICAN	12	1.0	6	0.5	7	0.6	6	0.5	6	0.4
	ASIAN/PAC ISLAND	4	0.3	4	0.3	10	0.8	4	0.3	5	0.4
	NON-RESIDENT ALIEN	.	.	.	.	.	.	1	0.1	.	.
SEX											
F		672	55.0	676	57.1	711	59.1	732	56.5	787	55.9
M		550	45.0	507	42.9	492	40.9	564	43.5	621	44.1
ETHNIC											
ANGLO		950	77.7	962	81.3	975	81.0	1104	85.2	1167	82.9

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NMSU ALAMOGORDO

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	38	3.1	25	2.1	32	2.7	29	2.2	42	3.0
HISPANIC	185	15.1	159	13.4	164	13.6	143	11.0	168	11.9
NATIVE AMERICAN	42	3.4	26	2.2	15	1.2	12	0.9	21	1.5
ASIAN/PAC ISLAND	6	0.5	10	0.8	17	1.4	7	0.5	10	0.7
NON-RESIDENT ALIEN	1	0.1	1	0.1	.1	.1	1	0.1	.1	.1

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NMSU CARLSBAD

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	271	48.6	384	51.5	361	55.0	402	56.9	419	49.5
	BLACK	1	0.2	3	0.4	6	0.9	3	0.4	4	0.5
	HISPANIC	68	12.2	81	10.9	62	9.5	58	8.2	80	9.5
	NATIVE AMERICAN	2	0.4	3	0.4	4	0.6	3	0.4	4	0.5
	ASIAN/PAC ISLAND	3	0.5	2	0.3	1	0.2	.	.	3	0.4
	NO RESPONSE	.	.	.	.	.	.	.	.	1	0.1
M	ANGLO	165	29.6	212	28.4	182	27.7	213	30.2	274	32.4
	BLACK	3	0.5	4	0.5	3	0.5	2	0.3	1	0.1
	HISPANIC	44	7.9	57	7.6	36	5.5	25	3.5	58	6.9
	NATIVE AMERICAN	1	0.2	.	.	.	.	.	.	1	0.1
	ASIAN/PAC ISLAND	.	.	.	.	1	0.2	.	.	1	0.1
SEX											
F		345	61.8	473	63.4	434	66.2	466	66.0	511	60.4
M		213	38.2	273	36.6	222	33.8	240	34.0	335	39.6
ETHNIC											
ANGLO		436	78.1	596	79.9	543	82.8	615	87.1	693	81.9
BLACK		4	0.7	7	0.9	9	1.4	5	0.7	5	0.6
HISPANIC		112	20.1	138	18.5	98	14.9	83	11.8	138	16.3
NATIVE AMERICAN		3	0.5	3	0.4	4	0.6	3	0.4	5	0.6

(CONTINUED)

SIUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NMSU CARLSBAD

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ASIAN/PAC ISLAND	3	0.5	2	0.3	2	0.3	.	.	4	0.5
NO RESPONSE	.	.	.	.	.	.	.	.	1	0.1

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NMSU DONA ANA

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	204	44.8	198	42.3	202	42.6	236	44.4	258	41.7
	BLACK	7	1.5	7	1.5	5	1.1	8	1.5	6	1.0
	HISPANIC	144	31.6	157	33.5	168	35.4	150	28.2	180	29.1
	NATIVE AMERICAN	9	2.0	5	1.1	5	1.1	6	1.1	6	1.0
	ASIAN/PAC ISLAND	4	0.9	1	0.2	2	0.4	4	0.8	2	0.3
	NON-RESIDENT ALIEN	.	.	.	.	.	.	1	0.2	1	0.2
M	ANGLO	46	10.1	57	12.2	52	11.0	91	17.1	103	16.7
	BLACK	4	0.9	3	0.6	3	0.6	2	0.4	1	0.2
	HISPANIC	36	7.9	37	7.9	34	7.2	31	5.8	56	9.1
	NATIVE AMERICAN	1	0.2	3	0.6	3	0.6	2	0.4	1	0.2
	NON-RESIDENT ALIEN	.	.	.	.	.	.	1	0.2	4	0.6
SEX											
F		368	80.9	368	78.6	382	80.6	405	76.1	453	73.3
M		87	19.1	100	21.4	92	19.4	127	23.9	165	26.7
ETHNIC											
ANGLO		250	54.9	255	54.5	254	53.6	327	61.5	361	58.4
BLACK		11	2.4	10	2.1	8	1.7	10	1.9	7	1.1

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 19

INSTITUTION: NMSU DONA ANA

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
HISPANIC	180	39.6	194	41.5	202	42.6	181	34.0	236	38.2
NATIVE AMERICAN	10	2.2	8	1.7	8	1.7	8	1.5	7	1.1
ASIAN/PAC ISLAND	4	0.9	1	0.2	2	0.4	4	0.8	2	0.3
NON-RESIDENT ALIEN	.	.	.	.	.	.	2	0.4	5	0.8

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NMSU GRANTS

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	126	43.9	158	40.4	178	39.6	169	35.7	187	37.6
	BLACK	4	1.4	.	.	6	1.3	1	0.2	1	0.2
	HISPANIC	43	15.0	57	14.6	62	13.8	61	12.9	86	17.3
	NATIVE AMERICAN	16	5.6	19	4.9	34	7.6	27	5.7	42	8.5
	ASIAN/PAC ISLAND	2	0.7	1	0.3	1	0.2	1	0.2	.	.
M	ANGLO	62	21.6	114	29.2	128	28.5	164	34.6	117	23.5
	BLACK	.	.	.	.	3	0.7	3	0.6	1	0.2
	HISPANIC	25	8.7	41	10.5	27	6.0	40	8.4	54	10.9
	NATIVE AMERICAN	9	3.1	1	0.3	9	2.0	6	1.3	9	1.8
	ASIAN/PAC ISLAND	.	.	.	.	1	0.2	2	0.4	.	.
SEX											
F		191	66.6	239	60.1	281	62.6	259	54.6	316	63.6
M		96	33.4	156	39.9	168	37.4	215	45.4	181	36.4
ETHNIC											
ANGLO		188	65.5	272	69.6	306	68.2	333	70.3	304	61.2
BLACK		4	1.4	.	.	9	2.0	4	0.8	2	0.4
HISPANIC		68	23.7	98	25.1	89	19.8	101	21.3	140	28.2
NATIVE AMERICAN		25	8.7	20	5.1	43	9.6	33	7.0	51	10.3
ASIAN/PAC ISLAND		2	0.7	1	0.3	2	0.4	3	0.6	.	.

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NMSU GRANTS

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	126	43.9	158	40.4	178	39.6	169	35.7	187	37.6
	BLACK	4	1.4	.	.	6	1.3	1	0.2	1	0.2
	HISPANIC	43	15.0	57	14.6	62	13.8	61	12.9	86	17.3
	NATIVE AMERICAN	16	5.6	19	4.9	34	7.6	27	5.7	42	8.5
	ASIAN/PAC ISLAND	2	0.7	1	0.3	1	0.2	1	0.2	.	.
M	ANGLO	62	21.6	114	29.2	128	28.5	164	34.6	117	23.5
	BLACK	.	.	.	.	3	0.7	3	0.6	1	0.2
	HISPANIC	25	8.7	41	10.5	27	6.0	40	8.4	54	10.9
	NATIVE AMERICAN	9	3.1	1	0.3	9	2.0	6	1.3	9	1.8
	ASIAN/PAC ISLAND	.	.	.	.	1	0.2	2	0.4	.	.
SEX											
F		191	66.6	235	60.1	281	62.6	259	54.6	316	63.6
M		96	33.4	156	39.9	168	37.4	215	45.4	181	36.4
ETHNIC											
ANGLO		188	65.5	272	69.6	306	68.2	333	70.3	304	61.2
BLACK		4	1.4	.	.	9	2.0	4	0.8	2	0.4
HISPANIC		68	23.7	98	25.1	89	19.8	101	21.3	140	28.2
NATIVE AMERICAN		25	8.7	20	5.1	43	9.6	33	7.0	51	10.3
ASIAN/PAC ISLAND		2	0.7	1	0.3	2	0.4	3	0.6	.	.

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNH CALLUP

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	216	27.4	280	26.3	248	21.7	298	24.4	346	24.1
	BLACK	3	0.4	3	0.3	2	0.2	4	0.3	3	0.2
	HISPANIC	61	7.7	93	8.7	78	6.8	93	7.6	127	8.9
	NATIVE AMERICAN	259	32.9	316	29.6	337	29.5	359	29.5	451	31.5
	ASIAN/PAC ISLAND	2	0.3	4	0.4	3	0.3	3	0.2	2	0.1
	NON-RESIDENT ALIEN	.	.	.	.	.	.	1	0.1	3	0.2
M	ANGLO	105	13.3	180	16.9	159	13.9	151	12.4	193	13.5
	BLACK	2	0.3	5	0.5	6	0.5	4	0.3	2	0.1
	HISPANIC	33	4.2	51	4.8	63	5.5	59	4.8	63	4.4
	NATIVE AMERICAN	107	13.6	131	12.3	240	21.0	238	19.5	234	16.3
	ASIAN/PAC ISLAND	.	.	2	0.2	4	0.4	5	0.4	4	0.3
	NON-RESIDENT ALIEN	.	.	1	0.1	2	0.2	4	0.3	5	0.3
SEX											
F		541	68.7	696	65.3	668	58.5	758	62.2	932	65.0
M		247	31.3	370	34.7	474	41.5	461	37.8	501	35.0
ETHNIC											
ANGLO		321	40.7	460	43.2	407	35.6	449	36.8	539	37.6

(CONTINUED)

STUDENT SE[illegible] ETHNIC DISTRIBUTION BY INSTITUT[illegible] AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNM GALLUP

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	5	0.6	8	0.8	8	0.7	8	0.7	5	0.3
HISPANIC	94	11.9	144	13.5	141	12.3	152	12.5	190	13.3
NATIVE AMERICAN	366	46.4	447	41.9	577	50.5	597	49.0	685	47.8
ASIAN/PAC ISLAND	2	0.3	6	0.6	7	0.6	8	0.7	6	0.4
NON-RESIDENT ALIEN	.	.	1	0.1	2	0.2	5	0.4	8	0.6

INSTITUTION: UNM LOS ALAMOS

		YEAR									
		1979		1980		1981		1982		1983	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
SEX	ETHNIC										
F	ANGLO	.	.	215	51.9	227	45.8	364	47.6	375	49.1
	BLACK	.	.	1	0.2	3	0.6	1	0.1	3	0.4
	HISPANIC	.	.	41	9.9	43	8.7	72	9.4	71	9.3
	NATIVE AMERICAN	.	.	2	0.5	6	1.2	5	0.7	3	0.4
	ASIAN/PAC ISLAND	.	.	7	1.7	3	0.6	8	1.0	5	0.7
	NON-RESIDENT ALIEN	.	.	.	.	.	.	.	.	2	0.3
M	ANGLO	.	.	119	28.7	166	33.5	236	30.8	227	29.8
	BLACK	.	.	1	0.2	1	0.2	1	0.1	2	0.3
	HISPANIC	.	.	27	6.5	40	8.1	70	9.2	68	8.9
	NATIVE AMERICAN	.	.	1	0.2	5	1.0	3	0.4	5	0.7
	ASIAN/PAC ISLAND	.	.	.	.	2	0.4	5	0.7	1	0.1
	NON-RESIDENT ALIEN	.	.	.	.	.	.	.	.	1	0.1
SEX											
F		.	.	266	64.3	282	56.9	450	58.8	459	60.2
M		.	.	148	35.7	214	43.1	315	41.2	304	39.8
ETHNIC											
ANGLO		.	.	334	80.7	393	79.2	600	78.4	602	78.9

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: UNM LOS ALAMOS

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	.	.	2	0.5	4	0.8	2	0.3	5	0.7
HISPANIC	.	.	68	16.4	83	16.7	142	18.6	139	18.2
NATIVE AMERICAN	.	.	3	0.7	11	2.2	8	1.0	8	1.0
ASIAN/PAC ISLAND	.	.	7	1.7	5	1.0	13	1.7	6	0.8
NON-RESIDENT ALIEN	.	.	.	.	.	.	.	.	3	0.4

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNM VALENCIA

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	.	.	.	.	84	25.4	158	24.8	174	26.2
	BLACK	.	.	.	.	.	.	.	.	2	0.3
	HISPANIC	.	.	.	.	99	29.9	198	31.1	225	33.8
	NATIVE AMERICAN	.	.	.	.	2	0.6	4	0.6	4	0.6
	ASIAN/PAC ISLAND	.	.	.	.	1	0.3	1	0.2	3	0.5
	NON-RESIDENT ALIEN	.	.	.	.	.	.	3	0.5	1	0.2
M	ANGLO	.	.	.	.	68	20.5	117	18.4	121	18.2
	BLACK	.	.	.	.	7	2.1	21	3.3	16	2.4
	HISPANIC	.	.	.	.	64	19.3	126	19.8	108	16.2
	NATIVE AMERICAN	.	.	.	.	6	1.8	7	1.1	8	1.2
	ASIAN/PAC ISLAND	.	.	.	.	.	.	1	0.2	2	0.3
	NON-RESIDENT ALIEN	.	.	.	.	.	.	1	0.2	1	0.2
SEX											
F		.	.	.	.	186	56.2	364	57.1	409	61.5
M		.	.	.	.	145	43.8	273	42.9	256	38.5
ETHNIC											
ANGLO		.	.	.	.	152	45.9	275	43.2	295	44.4

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNM VALENCIA

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	.	.	.	.	7	2.1	21	3.3	18	2.7
HISPANIC	.	.	.	.	163	49.2	324	50.9	333	50.1
NATIVE AMERICAN	.	.	.	.	8	2.4	11	1.7	12	1.8
ASIAN/PAC ISLAND	.	.	.	.	1	0.3	2	0.3	5	0.8
NON-RESIDENT ALIEN	.	.	.	.	.	.	4	0.6	2	0.3

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NEW MEXICO MILITARY INST

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	25	5.4	.	.	32	6.4	.	.	.	.
	BLACK	7	1.5	.	.	8	1.6	.	.	.	.
	HISPANIC	5	1.1	.	.	4	0.8	.	.	.	.
	NATIVE AMERICAN	2	0.4	.	.	2	0.4	.	.	.	.
	ASIAN/PAC ISLAND	2	0.4	.	.	.	.	.	.	.	.
	NON-RESIDENT ALIEN	4	0.9	.	.	6	1.2	.	.	.	.
M	ANGLO	282	60.4	.	.	284	56.6	.	.	.	.
	BLACK	40	8.6	.	.	44	8.8	.	.	.	.
	HISPANIC	46	9.9	.	.	57	11.4	.	.	.	.
	NATIVE AMERICAN	4	0.9	.	.	4	0.8	.	.	.	.
	ASIAN/PAC ISLAND	17	3.6	.	.	31	6.2	.	.	.	.
	NON-RESIDENT ALIEN	33	7.1	.	.	30	6.0	.	.	.	.
SEX											
F		45	9.6	.	.	52	10.4	.	.	.	.
M		422	90.4	.	.	450	89.6	.	.	.	.
ETHNIC											
ANGLO		307	65.7	.	.	316	62.9	.	.	.	.

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NEW MEXICO MILITARY INST

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	47	10.1	.	.	52	10.4	.	.	.	.
HISPANIC	51	10.9	.	.	61	12.2	.	.	.	.
NATIVE AMERICAN	6	1.3	.	.	6	1.2	.	.	.	.
ASIAN/PAC ISLAND	19	4.1	.	.	31	6.2	.	.	.	.
NON-RESIDENT ALIEN	37	7.9	.	.	36	7.2	.	.	.	.

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: NORTHERN NEW MEXICO CC

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	.	.	.	.	.	.	.	.	117	12.2
	BLACK	.	.	.	.	.	.	.	.	6	0.6
	HISPANIC	.	.	.	.	.	.	.	.	432	45.0
	NATIVE AMERICAN	.	.	.	.	.	.	.	.	27	2.8
	NO RESPONSE	.	.	.	.	.	.	.	.	1	0.1
M	ANGLO	.	.	.	.	.	.	.	.	67	7.0
	BLACK	.	.	.	.	.	.	.	.	5	0.5
	HISPANIC	.	.	.	.	.	.	.	.	293	30.5
	NATIVE AMERICAN	.	.	.	.	.	.	.	.	11	1.1
	ASIAN/PAC ISLAND	.	.	.	.	.	.	.	.	1	0.1
	NO RESPONSE	.	.	.	.	.	.	.	.	1	0.1
SEX											
F		.	.	.	.	.	.	.	.	583	60.7
M		.	.	.	.	.	.	.	.	378	39.3
ETHNIC											
ANGLO		.	.	.	.	.	.	.	.	184	19.1
BLACK		.	.	.	.	.	.	.	.	11	1.1
HISPANIC		.	.	.	.	.	.	.	.	725	75.4
NATIVE AMERICAN		.	.	.	.	.	.	.	.	38	4.0

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(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: NORTHERN NEW MEXICO CC

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
ASIAN/PAC ISLAND	.	.	.	.	.	.	.	.	1	0.1
NO RESPONSE	.	.	.	.	.	.	.	.	2	0.2

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

INSTITUTION: SAN JUAN

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	594	49.6	684	47.4	759	45.0	.	.	877	36.7
	BLACK	4	0.3	.	.	1	0.1	.	.	4	0.2
	HISPANIC	50	4.2	57	3.9	64	3.8	.	.	114	4.8
	NATIVE AMERICAN	110	9.2	117	8.1	109	6.5	.	.	279	11.7
	ASIAN/PAC ISLAND	.	.	.	.	.	.	.	.	5	0.2
	NON-RESIDENT ALIEN	1	0.1	.	.	1	0.1	.	.	.	.
	NO RESPONSE	.	.	.	.	.	.	.	.	85	3.6
M	ANGLO	338	28.2	472	32.7	608	36.1	.	.	588	24.6
	BLACK	.	.	.	.	1	0.1	.	.	5	0.2
	HISPANIC	45	3.8	48	3.3	50	3.0	.	.	105	4.4
	NATIVE AMERICAN	54	4.5	61	4.2	90	5.3	.	.	248	10.4
	ASIAN/PAC ISLAND	2	0.2	5	0.3	2	0.1	.	.	3	0.1
	NO RESPONSE	.	.	.	.	.	.	.	.	76	3.2
SEX											
F		759	63.4	858	59.4	934	55.4	.	.	1364	57.1
M		439	36.6	586	40.6	751	44.6	.	.	1025	42.9
ETHNIC											
ANGLO		932	77.8	1156	80.1	1367	81.1	.	.	1465	61.3

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: SAN JUAN

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	4	0.3	.	.	2	0.1	.	.	9	0.4
HISPANIC	95	7.9	105	7.3	114	6.8	.	.	219	9.2
NATIVE AMERICAN	164	13.7	178	12.3	199	11.8	.	.	527	22.1
ASIAN/PAC ISLAND	2	0.2	5	0.3	2	0.1	.	.	8	0.3
NON-RESIDENT ALIEN	1	0.1	.	.	1	0.1	.	.	.	.
NO RESPONSE	.	.	.	.	.	.	.	.	161	6.7

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNIVERSITY OF NEW MEXICO

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	7781	35.8	8151	36.8	8415	37.1	8475	36.2	8438	35.7
	BLACK	190	0.9	188	0.8	195	0.9	195	0.8	193	0.8
	HISPANIC	2639	12.1	2607	11.8	2794	12.3	2875	12.3	2901	12.3
	NATIVE AMERICAN	393	1.8	434	2.0	449	2.0	441	1.9	475	2.0
	ASIAN/PAC ISLAND	118	0.5	141	0.6	148	0.7	154	0.7	170	0.7
	NON-RESIDENT ALIEN	31	0.1	26	0.1	19	0.1	38	0.2	29	0.1
M	ANGLO	7499	34.5	7529	34.0	7447	32.9	7849	33.5	7904	33.4
	BLACK	250	1.2	255	1.2	259	1.1	259	1.1	282	1.2
	HISPANIC	2330	10.7	2290	10.3	2330	10.3	2510	10.7	2518	10.7
	NATIVE AMERICAN	272	1.3	276	1.2	329	1.5	326	1.4	349	1.5
	ASIAN/PAC ISLAND	189	0.9	221	1.0	248	1.1	279	1.2	341	1.4
	NON-RESIDENT ALIEN	30	0.1	24	0.1	20	0.1	29	0.1	42	0.2
SEX											
F		11152	51.3	11547	52.1	12020	53.1	12178	52.0	12206	51.6
M		10570	48.7	10595	47.9	10633	46.9	11252	48.0	11436	48.4
ETHNIC											
ANGLO		15280	70.3	15680	70.8	15862	70.0	16324	69.7	16342	69.1

(CONTINUED)

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNIVERSITY OF NEW MEXICO

	YEAR									
	1979		1980		1981		1982		1983	
ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
BLACK	440	2.0	443	2.0	454	2.0	454	1.9	475	2.0
HISPANIC	4969	22.9	4897	22.1	5124	22.6	5305	23.0	5419	22.9
NATIVE AMERICAN	665	3.1	710	3.2	770	3.4	767	3.3	824	3.5
ASIAN/PAC ISLAND	307	1.4	362	1.6	396	1.7	433	1.8	511	2.2
NON-RESIDENT ALIEN	61	0.3	50	0.2	39	0.2	67	0.3	71	0.3

STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNIVERSITY OF NEW MEXICO

		YEAR									
		1979		1980		1981		1982		1983	
SEX	ETHNIC	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
F	ANGLO	7781	35.8	8151	36.8	8415	37.1	8475	36.2	8438	35.7
	BLACK	190	0.9	188	0.8	195	0.9	195	0.8	193	0.8
	HISPANIC	2639	12.1	2607	11.8	2794	12.3	2875	12.3	2901	12.3
	NATIVE AMERICAN	393	1.8	434	2.0	449	2.0	441	1.9	475	2.0
	ASIAN/PAC ISLAND	118	0.5	141	0.6	148	0.7	154	0.7	170	0.7
	NON-RESIDENT ALIEN	31	0.1	26	0.1	19	0.1	38	0.2	29	0.1
M	ANGLO	7499	34.5	7529	34.0	7447	32.9	7849	33.5	7904	33.4
	BLACK	250	1.2	255	1.2	259	1.1	259	1.1	282	1.2
	HISPANIC	2330	10.7	2290	10.3	2330	10.3	2510	10.7	2516	10.7
	NATIVE AMERICAN	272	1.3	276	1.2	329	1.5	326	1.4	349	1.5
	ASIAN/PAC ISLAND	189	0.9	221	1.0	248	1.1	279	1.2	341	1.4
	NON-RESIDENT ALIEN	30	0.1	24	0.1	20	0.1	29	0.1	42	0.2
SEX											
F		11152	51.3	11547	52.1	12020	53.1	12178	52.0	12206	51.6
M		10570	48.7	10595	47.9	10633	46.9	11252	48.0	11436	48.4
ETHNIC											
ANGLO		15280	70.3	15680	70.8	15862	70.0	16324	69.7	16342	69.1

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STUDENT SEX AND ETHNIC DISTRIBUTION BY INSTITUTION AND YEAR
FALL SEMESTER, 1979-1983

4:02 SATURDAY, APRIL 14, 1984

INSTITUTION: UNIVERSITY OF NEW MEXICO

	YEAR									
	1979		1980		1981		1982		1983	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
ETHNIC										
BLACK	440	2.0	443	2.0	454	2.0	454	1.9	475	2.0
HISPANIC	4969	22.9	4897	22.1	5124	22.6	5385	23.0	5419	22.9
NATIVE AMERICAN	665	3.1	710	3.2	778	3.4	767	3.3	824	3.5
ASIAN/PAC ISLAND	307	1.4	362	1.6	396	1.7	433	1.8	511	2.2
NON-RESIDENT ALIEN	61	0.3	50	0.2	39	0.2	67	0.3	71	0.3

LUNA AREA VOCATIONAL SCHOOL

FALL 1980 ENROLLMENT

TABLE OF ETHNIC BY SEX

ETHNIC SEX

FREQUENCY PERCENT ROW PCT COL PCT	FEMALE	MALE	TOTAL
AMERICAN INDIAN	4 0.67 66.67 1.33	2 0.33 33.33 0.67	6 1.00
ASIAN AMERICAN	0 0.00 0.00 0.00	1 0.17 100.00 0.33	1 0.17
HISPANIC	249 41.50 49.31 82.72	256 42.67 50.69 85.62	505 84.17
WHITE	48 8.00 54.55 15.95	40 6.67 45.45 13.38	88 14.67
TOTAL	301 50.17	299 49.83	600 100.00

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ALBUQUERQUE TECHNICAL-VOCATIONAL SCHOOL

TOTAL FALL 1980 ENROLLMENT

TABLE OF ETHNIC BY SEX

ETHNIC SEX

FREQUENCY PERCENT ROW PCT COL PCT	FEMALE	MALE	TOTAL
NO RESPONSE	2	10	12
	0.05	0.26	0.31
	16.67	83.33	
	0.12	0.45	
AMERICAN INDIAN	104	173	277
	2.65	4.41	7.06
	37.55	62.45	
	6.13	7.78	
ASIAN AMERICAN	27	49	76
	0.69	1.25	1.94
	35.53	64.47	
	1.59	2.20	
BLACK	64	57	121
	1.63	1.45	3.09
	52.89	47.11	
	3.77	2.56	
HISPANIC	594	793	1387
	15.15	20.22	35.37
	42.83	57.17	
	35.00	35.66	
WHITE	906	1142	2048
	23.11	29.13	52.23
	44.24	55.76	
	53.39	51.35	
TOTAL	1697	2224	3921
	43.28	56.72	100.00

TUCUMCARI AREA VOCATIONAL SCHOOL

TOTAL FALL 1980 ENROLLMENT

TABLE OF ETHNIC BY SEX

ETHNIC / SEX FREQUENCY PERCENT ROW PCT COL PCT	FEMALE	MALE	TOTAL
AMERICAN INDIAN	0 0.00 0.00 0.00	2 1.06 100.00 2.33	2 1.06
BLACK	2 1.06 100.00 1.96	0 0.00 0.00 0.00	2 1.06
HISPANIC	50 26.60 60.24 49.02	33 17.55 39.76 38.37	83 44.15
WHITE	50 26.60 49.50 49.02	51 27.13 50.50 59.30	101 53.72
TOTAL	102 54.26	86 45.74	188 100.00

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